# DOCUMENT RESUME

ED 308 280　　　　　　　　　　AA 001 191

Resources in Education (RIE). Volume 24, Number 12.
**ARC Professional Services Group, Rockville, MD. Information Systems Div.; Educational Resources Information Center (ED), Washington, DC.; ERIC Processing and Reference Facility, Rockville, MD.**
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 89
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402. On annual subscription, $66.00 (Domestic), $82.50 (Foreign).
LANGUAGE- English
EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131) Collected Works - Serials (022)
DESCRIPTORS- *Abstracts; Catalogs; Education; *Educational Resources; *Indexes; Resource Materials
IDENTIFIERS- *Resources in Education

Resources in Education (RIE) is a monthly abstract journal that announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, etc.). Each issue announces approximately 1,100 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC magnetic tape database prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The COM edition contains only the first three of the five indexes in the printed edition. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May 1979. (CRW/WTB)

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ED 308 281　　　　　　　　　　CE 052 436

# DOCUMENT RESUME

ED 308 295 CE 052 655

Delivery Systems Assisted under the Carl D. Perkins Vocational Education Act and Job Training Partnership Act.

**Virginia State Council on Vocational Education, Richmond.**

PUB DATE- 89
NOTE- 51p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Articulation (Education); Community Colleges; *Compliance (Legal); Coordination; *Delivery Systems; *Federal Legislation; Postsecondary Education; Program Implementation; *Program Improvement; Secondary Education; State Programs; *Vocational Education
IDENTIFIERS- *Carl D Perkins Vocational Education Act 1984; Job Training Partnership Act 1982; *Virginia

This report presents an overview of the vocational education delivery systems assisted under the Carl D. Perkins Vocational Education Act and the Job Training Partnership Act (JTPA) in Virginia. For the Perkins Act, the report reviews the purpose, delivery system, and the implementation of vocational education (enrollments, quality of programs for target populations, services for handicapped students, program improvement, community-based organizations, consumer and homemaking education, exemplary initiatives, reports from vocational education advisory councils, and distribution and expenditures of funds). It also makes recommendations concerning vocational education for the handicapped, business internships for teachers, credits for private sector training, adult vocational programs for older workers, innovative program designs, secondary-community college coordination, apprenticeships, vocational follow-up, career development guidelines, student organizations, and employment counseling and placement services. For the JTPA, the report reviews the purpose, delivery system, the working of the act (participants served, types of training provided, coordination between JTPA and vocational education, state education coordination grants, and other JTPA provisions), and makes recommendations concerning expanding coordination between vocational education and JTPA programs. The report also outlines the yearly activities of the reviewing council in the state. (KC)

# DOCUMENT RESUME

ED 308 309 CE 052 677

*Castro, Claudio de Moura*
The Meaning of Foreign Investment in the Chinese Economy. Training Discussion Paper No. 39.
**International Labour Office, Geneva (Switzerland).**
REPORT NO.- ISBN-92-2-107178-2
PUB DATE- Jun 89
NOTE- 17p.; Edited by the Training Policies Branch.
AVAILABLE FROM- ILO Publications, International Labour Office, CH-1211, Geneva 22, Switzerland.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Education; Economic Opportunities; *Economic Progress; Economics; Foreign Countries; Foreign Policy; *International Trade; *Job Training; On the Job Training; *Public Policy
IDENTIFIERS- *China

As the Chinese economy opens up to the outside world, the decision to engage in joint ventures with foreign capital is among the most important national policies. Significant direct consequences of joint ventures are the influx of foreign capital, expanding exports, and employment creation. However, the great importance of joint ventures lies in their indirect effects, such as the modernization of production processes, backward linkages in quality control and modern industrial standards, management, and training. The economic results have been very favorable. Disincentives to foreign investors are excessive complications and other barriers in dealing with the government, cultural distances, and language barriers. In addition, the Chinese have imported the competitive model of poaching the best workers but not the protections against some of the model's shortcomings for training. The Chinese can learn from the problems of training policies in Western countries, including the chronic problems of school-based training that results in mismatches between training and needs and the reluctance to commit resources to training. Discussion regarding training policy should touch upon legislation reestablishing a minimum level of expenditures on training, tax rebate policies to encourage those expenditures, and reestablishment of the apprenticeship system. (YLB)

# DOCUMENT RESUME

ED 308 323 CE 052 702

*Boyle, George V.*
The Content and Functions of Labor Education in the Soviet Union.
PUB DATE- 16 Mar 89
NOTE- 9p.; Paper presented at the Annual Meeting of the University and College Labor Education Association (Portland, OR, March 16, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Employer Employee Relationship; Foreign Countries; *Labor Education; *Labor Relations; Union Members; *Unions; Work Environment
IDENTIFIERS- *USSR

Labor unions in the U.S.S.R.--having emerged in Russia about 100 years after U.S. labor unions and been called by Lenin the "shock troops of the revolution"--do not much resemble their U.S. counterparts. Union members, including factory managers, constitute 99.3 percent of the work force, and place of employment or profession determines which of the 30 national unions workers belong to. Dues are 1 percent of wages. Local committees that formulate production norms for each 5-year plan include workers. Workers are expected to meet the 5-year plan in 4 years. Apportioned to the workers are such items as wage incentives, improved housing, rent subsidies, and space at day-care centers, hospitals, and vacation facilities at the Black Sea. Unions are to advocate for workers, but they do not fight for higher wages because wages are part of the 5-year plans and do not struggle with employers because there are so many job vacancies that employers do not give the union trouble. Trade union education, including two four-year institutions and a 5-year correspondence study option, is designed to train activists in their party responsibilities as well as to provide technical and professional education. (This information was collected during 6 weeks in the U.S.S.R. in 1984 and 1986.) (CML)

# DOCUMENT RESUME

ED 308 337 CE 052 720

FAA Training. Continued Improvements Needed in FAA's Controller Field Training Program. Report to Congressional Requesters.
**General Accounting Office, Washington, DC. Resources, Community, and Economic Development Div.**
REPORT NO.- GAO/RCED-89-83
PUB DATE- Mar 89
NOTE- 32p.
AVAILABLE FROM- U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20877 (First five copies free; additional copies $2.00 each; 100 or more: 25% discount).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Aerospace Technology; Airports; *Air Traffic Control; Air Transportation; Aviation Technology; *Inservice Education; *On the Job Training; Professional Training; *Public Agencies; *Retraining; Skill Development; Training; Training Methods
IDENTIFIERS- Federal Aviation Administration

Having examined the Federal Aviation Administration's (FAA) current program for providing field training to developmental and full-performance-level air traffic controllers, the General Accounting Office (GAO) recommends ensuring that FAA and contractor personnel are providing training consistently and uniformly. Further changes needed to ensure quality and consistency in FAA's new on-the-job training program are the following: (1) a limitation on the number of instructors working with each developmental controller; (2) standardization of the process used to certify controllers on operating positions; (3) specification of a minimum amount of time for refresher training; (4) enhancing methods used for refresher training, perhaps by increasing the use of videotapes and enhanced computer-based instruction; and (5) ensuring that facilities are providing required refresher training on backup systems. In addition, the GAO recommends that the U.S. Secretary of Transportation, in order to improve the oversight of field training, direct the FAA to establish milestones to ensure the timely development of the training tracking system and to evaluate contractor performance. (CML)

# DOCUMENT RESUME

ED 308 351                    CE 052 754

*Taylor, Angela*
New and Emerging Occupations in Existence in Kentucky.
**Northern Kentucky Univ., Highland Heights.**
SPONS. AGENCY- Kentucky State Dept. of Education, Frankfort. Office of Vocational Education.
PUB DATE- 30 Jun 87
NOTE- 20p.; Document contains broken print.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; *Displaced Homemakers; *Emerging Occupations; Employee Attitudes; *Nontraditional Occupations; *Womens Education
IDENTIFIERS- *Kentucky

This report provides information from a project that surveyed new and emerging, technical, and nontraditional occupations in Kentucky. The information is intended for use by those developing and conducting programs to serve displaced homemakers. First, a definition of new and emerging occupations in Kentucky is provided. Next, survey information from project directors, Department of Employment Services representatives, and various government offices is presented that identifies new and emerging occupations. The next section contains the verbatim dialogue from interviews with a machinist and a welder who offer insight into women's perceptions of their roles in new and emerging and nontraditional occupations. The report concludes with some information on projected job trends from various sources. A brief resource list is attached. (YLB)

# DOCUMENT RESUME

ED 308 366 CE 052 787

*Clark, Carolyn A.*
The Video Display Terminal Health Hazard Debate.
PUB DATE- Jul 89
NOTE- 82p.; Master's Thesis, Pittsburg State University.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042) Reports - Research/Technical (143)
DESCRIPTORS- Employee Attitudes; *Human Factors Engineering; Occupational Diseases; *Occupational Safety and Health; *Office Occupations Education; Stress Management; *Video Display Terminals; *Word Processing; *Work Environment

A study was conducted to identify the potential health hazards of visual display terminals for employees and then to develop a list of recommendations for improving the physical conditions of the workplace. Data were collected by questionnaires from 55 employees in 10 word processing departments in Topeka, Kansas. A majority of the employees indicated that they have the correct ergonomic design in their departments, but others either did not have the correct ergonomic design at their workstations or were not aware of the potential of their workstations. Only a little over half said the lighting was good. Almost two-thirds indicated their desk heights were adjustable. Almost three-fourths said their chairs did not support the lower back. A majority of employees indicated that their keyboards were lower than a normal desk, their screen was adjustable, and their copyholders were at the same level and angle as their screens. Results showed that the employees seemed to exhibit many of the same areas of stress that other studies have documented, including monotony and repetitiveness, production quotas, promotions and raises, and heavy workload. The majority of health problems occurred rarely, or at the most, only occasionally. Eyestrain and headaches were reported most frequently. (The study instrument and 50 references are appended.) (YLB)

# DOCUMENT RESUME

ED 308 380 CE 052 804

*McLean, Gary N.*
Pakistan-Specific Case Development for the Advanced Management Course in Public Administration at the National Institute of Public Administration (NIPA) (Lahore, Pakistan, June 9-July 15, 1989). Final Report.
**Academy for Educational Development, Inc., Washington, D.C.**
SPONS. AGENCY- Agency for International Development (IDCA), Washington, DC.
PUB DATE- Jul 89
NOTE- 48p.; For a related document, see CE 052 805.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Collected Works - Proceedings (021) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Case Studies; Developing Nations; Foreign Countries; *Management Development; Postsecondary Education; *Public Administration Education; Public Service Occupations
IDENTIFIERS- *National Institute of Public Administration; *Pakistan

This final report describes the conduct of a project that produced a workshop on developing management case studies relevant to public administration in Pakistan from which six publishable cases with teaching notes resulted. The terminal objective for the workshop (that each workshop team would develop at least one extended case study plus a teaching note and include a signed release form) was developed on the basis of a needs assessment that included interviews with Academy for Educational Development (AED) officials, a review of previous consultants' reports, and interviews with the faculty and administration of the National Institute of Public Administration. The workshop involved a one-day presentation on case development; extensive individual team guidance and support in selecting topical areas and agencies to use, developing interview guides, collecting case material, writing the case and the accompanying questions, returning to the agencies for their critique and signing of the release form, making revisions, and developing and revising teaching notes; and the presentation of the cases by the teams for the primary purpose of identifying areas for improvement in the cases and in the teaching notes. In addition to the 6 case studies, the workshop resulted in a commitment by 13 faculty members to forward the draft of 13 more cases and teaching notes to the project consultant. The document includes a day-by-day description of the workshop design, a discussion of evaluation results, 11 recommendations for consideration by AED, and a list of 25 references. A variety of supporting documentation and the workshop evaluation forms are appended. (CML)

# DOCUMENT RESUME

ED 308 395　　　　　　　　　　　　CE 052 828

Vocational Education. Opportunity To Prepare for the Future. Report to the Chairman, Subcommittee on Elementary, Secondary, and Vocational Education, Committee on Education and Labor, House of Representatives.

**General Accounting Office, Washington, D.C. Div. of Human Resources.**

REPORT NO.- GAO/HRD-89-55
PUB DATE- May 89
NOTE- 76p.
AVAILABLE FROM- U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20877 (First five copies free; additional copies: $2.00 each; 100 or more: 25% discount).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Compliance (Legal); Disabilities; *Disadvantaged; Economically Disadvantaged; Educational Legislation; Employment Programs; *Federal Legislation; Federal State Relationship; Job Training; Policy Formation; Postsecondary Education; *Program Implementation; Secondary Education; *State Federal Aid; State Programs; State Standards; *Vocational Education
IDENTIFIERS- *Carl D Perkins Vocational Education Act 1984; Reauthorization Legislation

In preparation for 1989 reauthorization hearings, the General Accounting Office (GAO) examined how well the Carl D. Perkins Vocational Education Act of 1984 is being implemented. The GAO reviewed the vocational education activities in six socioeconomically diverse states, visiting 20 vocational education institutions and observing 70 local projects in those states. The agency also conducted a telephone survey of vocational education directors in all states and the District of Columbia. It was found that vocational education programs and services consistent with the Perkins Act objectives were provided in the localities studied. However, vocational education students in economically depressed areas may be less likely to receive Perkins funding for improved or modernized program activities than students outside such areas. All six states visited allocated more than half of their basic state grants to economically depressed areas, as the act requires. But some states designated relatively wealthy areas as "economically depressed" and gave them greater per capita funding than they gave some poorer communities. Further, since the disadvantaged population formula includes students who are academically disadvantaged but not poor, some relatively wealthy school districts can receive more money per low-income student than districts with high concentrations of low-income students. Finally, the study found that although the law requires a national vocational education data system, the Department of Education has not yet developed it. (Author/KC)

# DOCUMENT RESUME

ED 308 409 CE 052 849

Enterprise Zones and JTPA: A Working Group Discussion.
**National Alliance of Business, Inc., Washington, D.C.**
SPONS. AGENCY- Economic Development Administration (DOC), Washington, D.C.
PUB DATE- Mar 87
NOTE- 16p.
AVAILABLE FROM- National Alliance of Business, 1201 New York Avenue, NW, Washington, DC 20005 ($4.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Education; Cooperative Programs; *Coordination; *Economic Development; *Employment Programs; Federal Legislation; *Federal Programs; Job Development; *Job Training
IDENTIFIERS- *Enterprise Zones; *Job Training Partnership Act 1982

An Enterprise Zone Working Group brought together enterprise zone directors, Job Training Partnership Act (JTPA) program administrators, and private industry council representatives from the state and local levels. It discussed ways in which employment and training programs could better coordinate with development activities in enterprise zones. Some participants felt that leadership from the state and good working relations between the state and local programs were critical to the success of local zone programs. Many said that having one office as the central coordinator of all zone activities was an important factor in linking programs. Marketing was felt to be one of the most important functions for both enterprise zone and training programs and one of the key functions that should be coordinated. Important incentives to coordination that were cited included state and local incentives designed to attract businesses to the enterprise zones and strong political leadership at the state and local levels. Disincentives to coordination in enterprise zones included the separate development of economic development and employment and training agencies and the threat that employers see in "first source agreements." (The Working Group offered suggestions for the facilitation of coordination.) (YLB)

# DOCUMENT RESUME

ED 308 423 CG 021 745

*Johannson, Eunice E.; Vellacott, John W.*

Development of a Client Profile as a Precursor to Successful Vocational Counselling.

PUB DATE- Jan 89
NOTE- 16p.; Paper presented at the Annual Meeting of the National Consultation on Vocational Counseling (15th, Ottawa, Canada, January 24-26, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Career Counseling; *Client Characteristics (Human Services); *Counseling Techniques; Counselor Client Relationship; Employment Counselors; Foreign Countries; *Interviews; Predictor Variables; *Profiles; *Questionnaires
IDENTIFIERS- *Alberta Career Develop Employment Resource Ctr

During a review of counseling services within the Alberta Career Development and Employment Resource Center, a client profile procedure was developed to facilitate accuracy and quality in the identification of client needs during the initial interview. This paper describes this process of assessing the client and building a profile of his or her needs and concerns while simultaneously developing an effective counseling relationship. A review of current literature on the role of interview assessments in effective counseling establishes the need for pragmatic guidelines in developing a client profile. The conceptual framework of the client profile is designed to capture both the generic and more specific characteristics of the clients, and it follows a standard questionnaire format which nevertheless allows for more extensive exploration of clients' characteristics as appropriate. The paper concludes with a brief discussion of the response to date from practitioners who have used the profile. References are included. (TE)

# DOCUMENT RESUME

ED 308 436 CG 021 758

*Egli, Eric*
The Role of Bilingual Workers without Professional Mental Health Training in Mental Health Services for Refugees.
**Minnesota Univ., Minneapolis. Refugees Assistance Program - Mental Health Technical Assistance Center.**
SPONS. AGENCY- National Inst. of Mental Health (DHHS), Rockville, MD.
PUB DATE- 26 May 87
NOTE- 63p.
CONTRACT- NIMH-278-85-0024-CH
AVAILABLE FROM- Refugee Assistance Program--Mental Health Technical Assistance Center, University of Minnesota, Box 85, Mayo, Minneapolis, MN 55455.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143)
DESCRIPTORS- *Bilingualism; Counselor Certification; Counselor Evaluation; Counselor Training; Cross Cultural Training; Employer Employee Relationship; Intercultural Communication; *Interpreters; *Mental Health Programs; Paraprofessional Personnel; *Psychiatric Aides; Recruitment; *Refugees; Semiskilled Workers; Translation
IDENTIFIERS- *Bilingual Workers; Refugee Assistance; *Refugee Mental Health

This paper discusses the use of bilingual workers who do not have formal mental health training as mediators and providers of mental health care for refugees. The introduction provides a background discussion of the need for refugee mental health services, the characteristics of bilingual mental health workers, and the work places and expectations of the bilingual worker. After a brief discussion of the problem of job title, the functions of bilingual workers are enumerated and described: translation, interpretation, culture broker, outreach and community education, and mental health counselor or cotherapist. The next section addresses special issues and problems arising with bilingual workers, beginning with the psychosocial and interpersonal dynamics of the bilingual worker's role as interpreter between patient and clinician. Other issues include training, certification and quality assurance, bilingual career development, burnout among bilingual workers, and the potential for the abuse of power by bilingual workers. The discussion concludes with considerations for the recruiting and hiring of bilinguals. References are included. (TE)

# DOCUMENT RESUME

ED 308 450 CG 021 792

*Goodwin, William L.; Goodwin, Laura D.*

Elementary School Children's Mental Health Needs: Educators' Perceptions and Implications for Practice.

PUB DATE- Mar 89

NOTE- 32p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Administrator Attitudes; Counselor Attitudes; Elementary Education; *Elementary School Students; Interpersonal Relationship; *Mental Health; Mental Health Programs; *School Counseling; *Self Concept; *Student Needs; Teacher Attitudes

Jefferson County School District, the largest school district in Colorado, commissioned a study to examine the type and extent of mental health needs of elementary school children, the impact of these needs, and appropriate recommendations for the district. Elementary schools were ranked according to estimated socioeconomic status of the students and 20 representative schools were chosen for the study. Since the high costs of measuring the children's unmet mental health needs were prohibitive, the study focused on educator's perceptions to answer its major questions. Over 400 educators serving as participants included principals, teachers, and the members of each school's Special Education and Related Services team. A questionnaire was used which focused on self-image, relationships with peers and adults, school skills and competencies, and other behavioral/emotional concerns. Participants were also interviewed. Results showed that educators perceived numerous unmet mental health needs involving 15-30 percent of the elementary school students and most felt these needs were increasing. Self-image ranked as the greatest need, followed by interpersonal relationships, and school skills and competencies. It is recommended that the educational community take immediate, bold steps to address the mental health needs of children. (ABL)

# DOCUMENT RESUME

ED 308 464 CS 009 670

*Parrish, Berta; Hiatt, Richard*
Assessing the Effects of Developmental Education Courses: An Integrative Evaluation Model.
PUB DATE- 89
NOTE- 47p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Curriculum Evaluation; *Developmental Programs; Educational Research; Higher Education; *Instructional Effectiveness; Longitudinal Studies; Mathematics Instruction; Models; Reading Instruction; Writing Instruction
IDENTIFIERS- Developmental Curriculum; *Embry Riddle Aeronautical University AZ; Student Surveys

To develop a more realistic and informative evaluation model, a longitudinal study was conducted during 1988-1989 to assess the effects of the developmental education courses in mathematics, reading/study skills, and writing at Embry-Riddle Aeronautical University (ERAU) in Prescott, Arizona. Five quantitative and three qualitative measures were collected and analyzed in regard to academic performance, retention, and student satisfaction data on the 226 students enrolled in the courses during the fall of 1986. Experimental statistics included the correlation of retention, reading score, future grade point average, as well as a comparison to a similar control group who were not placed in the developmental courses. Descriptive statistics included data gathered by a mailed questionnaire and 60 personal interviews on degree of satisfaction, skills usage, and perception of proficiency gained from instruction in these classes. Analysis suggests that developmental courses are effective in addressing the basic mathematics, reading/study skills, and composition skill deficiencies of many entering college students. Three-fourths of the students interviewed felt they were reading and writing as well as other college students. (Appendixes consist of a cover letter and student questionnaire; cover letter and interview questions; an outline of continuing activities and an analysis of the return on the university's investment. Sixteen references are attached.) (MM)

# DOCUMENT RESUME

ED 308 479 CS 009 705

*Paul, Richard; And Others*
Critical Thinking Handbook: K-3. A Guide for Remodelling Lesson Plans in Language Arts, Social Studies, & Science.
**Sonoma State Univ., Rohnert Park, CA. Center for Critical Thinking and Moral Critique.**
PUB DATE- 86
NOTE- 373p.; For handbooks for other grades, see CS 009 706-707.
AVAILABLE FROM- Center for Critical Thinking and Moral Critique, Sonoma State University, Rohnert Park, CA 94928 ($18.00 each; 10-19 copies, $16.00 each; 20-49 copies, $14.00 each; 50+ copies, $9.00 each).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; *Critical Thinking; *Language Arts; Learning Strategies; Lesson Plans; Primary Education; *Science Instruction; *Social Studies; Teaching Methods
IDENTIFIERS- *Remodeling

This handbook, designed for teachers of kindergarten through third grade, has two objectives: (1) to make the concept of critical thinking and the principles that underlie it clear; and (2) to show how critical thinking can be taught in language arts, social studies, and science. The introduction explains and justifies lesson plan remodelling. The first chapter, "Global Critical Thinking Strategies," combines the objectives of clarifying critical thinking and suggesting general teaching strategies. The second chapter, "How to Use This Book," begins the remodelling thrust of the approaches used, and describes some of the most common problems found when examining K-3 texts. The third chapter, "Strategies," clarifies the idea of critical thinking further, and discusses how it can be taught by introducing and explaining the 28 specific teaching strategies at the heart of the remodelling process. The rest of the book contains examples of the use of the remodelling process on lessons, lesson fragments, and units, extracted from the teacher's editions of textbooks. Original lesson plans from selected texts are appended. An annotated bibliography of videotapes and a listing of audiotapes are provided. (MS)

# DOCUMENT RESUME

ED 308 495 CS 009 730

*Douglass, Malcolm P., Ed.*
Literacy: Signs for Our Times: Proceedings of the Claremont Reading Conference (55th, Claremont, California, March 18-19, 1988). Fifty-Second Yearbook.
**Claremont Graduate School, Calif.**
REPORT NO.- ISBN-0-941742-06-7
PUB DATE- 88
NOTE- 178p.; Title represents the special conference theme for 1988. Continuing conference theme: "Reading, The Process of Creating Meaning for Sensed Stimuli."
AVAILABLE FROM- Claremont Reading Conference Yearbook, Harper 200, Claremont Graduate School, Claremont, CA 91711-6160 ($20.00 plus $1.00 handling).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Collected Works - Proceedings (021)
DESCRIPTORS- Adult Literacy; *Childrens Literature; Elementary Education; Language Arts; Reader Response; *Reading Instruction; Reading Writing Relationship; Theory Practice Relationship
IDENTIFIERS- *Emergent Literacy

Emphasizing the generic nature of reading behavior and providing a forum to explore this behavior, this book contains the following papers: (1) "Literacy Begins at Home" (Nancy Larrick); (2) "Literacy--Signs for Our Times" (Lil Thompson); (3) "Diversity and Its Discontents" (Arturo Madrid); (4) "May We Always Hear the Bell: The Teaching of Elementary Reading through Literature" (Marilyn Hanf Buckley); (5) "Recognition of Merit Award" (Mary Pierson); (6) "Acceptance Statement" (Judy Viorst); (7) "Literature-Based Reading: From Research to Practice" (James Zarrillo); (8) "Reader Response: What Kids Think Really Counts" (Nancy J. Farnan and Patricia R. Kelly); (9) "Emergent Literacy" (Nancy Brashear); (10) "Literacy and the Bilingual Child: Enriching the Language Arts Program through Spanish Children's Literature" (Joan Sabrina Mims); (11) "The Learning Disabled Adult in the Workplace" (Marshall H. Raskind); (12) "Teaching History as a Story Well Told" (Michael James); (13) "English Vignettes of Childhood and Schooling" (Thomas Marshall Caughron); and (14) "Learning to Read in Scandinavia"

(Malcolm P. Douglass). (MM)

# DOCUMENT RESUME

ED 308 511 CS 211 913

*Pruitt, Laura L., Comp.*

Making Connections: A Selected List of Historical Fiction K-12.

**Montgomery County Public Schools, Rockville, MD. Dept. of Instructional Resources.**

PUB DATE- 89
NOTE- 83p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Elementary Secondary Education; *History Instruction; *North American History; Reading Material Selection; Social Studies
IDENTIFIERS- Historical Background; *Historical Fiction; Maryland; *Trade Books

This book has been compiled to provide media specialists and teachers with an annotated list of historical fiction tradebooks categorized by American historical periods and grade-level groupings. The book has been divided into two parts. Part 1 is the list of historical fiction book titles and is subdivided into nine chronological historical periods, starting with the Colonial period prior to 1763 and going up to 1980. Part 2 is an annotated booklist containing bibliographic information and annotations for 340 books. (MS)

# DOCUMENT RESUME

ED 308 527 CS 211 942

*Sylvie, George*
Study of a Riot: The Effect of News Values and Competition on Coverage by Two Competing Daily Newspapers.
PUB DATE- 13 Aug 89
NOTE- 21p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (72nd, Washington, DC, August 10-13, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Competition; Content Analysis; *Newspapers; *News Reporting
IDENTIFIERS- Journalism Research; Louisiana (Shreveport); News Bias; News Sources; *News Values; *Topic Selection

A study examined the effect of news values, source types, and competition on coverage of a 1988 urban riot in Shreveport, Louisiana. The final editions of "The Times" of Shreveport and the "Shreveport Journal" which appeared over the four-day period of a riot were analyzed and the content of each story was categorized. Results indicated: (1) both newspapers used more "unknown" than "known" sources; (2) the larger circulation paper--"The Times"--used a greater diversity of sources than the smaller circulation paper; (3) the newspaper coverage emphasized manifestations of discontent rather than analyzing the causes of the protest; (4) coverage tended to have more of an order-authority orientation rather than an issue-orientation; (5) the larger circulation paper devoted more coverage to order issues than the smaller circulation paper; and (6) there was no significant difference in the intensity of coverage. Findings appear to indicate that news values of conflict and of order, as well as competitive and market factors, exert some degree of influence. Findings also suggest that such influences win out regardless of the predominant usage of one type of news source. (Twenty-one notes are included, and two tables of data are attached.) (RS)

# DOCUMENT RESUME

ED 308 543 CS 211 972

Talking To Learn. Classroom Practices in Teaching English, Vol. 24.
**National Council of Teachers of English, Urbana, Ill.**
REPORT NO.- ISBN-0-8141-5002-0
PUB DATE- 89
NOTE- 153p.
AVAILABLE FROM- National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 50020-0015; $6.50 member, $8.75 nonmember).
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Business Communication; Childrens Literature; Elementary Secondary Education; *English Instruction; Higher Education; Instructional Innovation; Learning Strategies; *Listening; Oral Language; Persuasive Discourse; Poetry; *Speech Communication; Teaching Methods
IDENTIFIERS- *Speaking Thinking Relationship

This book focuses on successful classroom practices which used oral communication to develop student confidence in a variety of speaking situations and to expand student understanding of literature through both analysis and performance. The book contains the following essays, listed here with their authors: (1) "Follow the Bouncing Ball" (Harlan Underhill); (2) "'You See Their Interselves': Small-Group Discussion of Poetry" (Louann Reid); (3) "Learning Poetic Mood through the Fine Arts" (Elizabeth Altenburger); (4) "From Boom Box to Pegasus" (Ann R. Morris); (5) "A Talk Show with Class" (Madeleine Myers); (6) "The Student-Centered Classroom: Speaking and Listening in American Literature" (Barbara Osburg); (7) "Analyzing Literature through Collaborative Speaking" (Goran "George" Moberg); (8) "Talking about Books" (Margaret Hutchingson); (9) "Personification in Children's Literature: Identifying, Analyzing, and Performing" (Donna E. Norton); (10) "Who's Talking?" (Dion Kempthorne); (11) "The Play's the Thing for Middle School Students" (Robert W. Blake); (12) "Spoken Literature in the English Classroom" (Jonathan R. Eller and Dennis C. Porter); (13) "A Speaking Project about the Arts That Acknowledge Students' Underlife" (Hallie S. Lemon); (14) "Strategies for Developing Effective Use of the Voice" (Carole Schulte Johnson); (15) "The Process of Persuasion: An Approach to Thinking, Writing, and Speaking" (Dorothy E. Hardin); (16) "Speechmapping: Navigating through Speech Preparation and Delivery" (Marilyn Thanos and Brenda Avadian); (17) "The Classroom Debate: A Stimulus for Listening, Speaking, and Arguing" (Carol Hovanec); (18) "Student Panel Presentations: A Collaborative Oral Exercise" (Bruce R. Henderson); (19) "A Global Introduction to International Business Communications" (Ray Wallace); (20) "Structuring Speaking and Listening in the Classroom" (Nancy Wyatt); (21) "Weaving in Listening and Speaking throughout the School Day" (Lynn Plourde); (22) "The Interview Connection" (Dene Kay Thomas); (23) "Listening to the Songs People Sing: Writing Essays Based on Interviews" (Deborah DeZure); and (24) "Positive Strokes: An Affective Oral Language Activity" (Annis L. Cassells). (MS)

# DOCUMENT RESUME

ED 308 558 CS 506 697

*John, Jeffrey Alan*
Government Style as a Factor in Information Flow: Television Programming in Argentina, 1979-1988.
PUB DATE- Aug 89
NOTE- 23p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (72nd, Washington, DC, August 10-13, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Cultural Context; Foreign Countries; *Freedom of Speech; Government Role; Intellectual Freedom; Mass Media Role; *Programing (Broadcast); Television Research
IDENTIFIERS- *Argentina; Freedom; *International Communication; Media Government Relationship

Noting that Argentina's recent history is particularly useful for analysis of the varying effects that differing government styles can have on a single mass communication system, a study compared Argentine (specifically Buenos Aires) television's 1979 programming schedule, prepared during a military dictatorship, with recent schedules prepared under democracy. The data were evaluated in order to test two hypotheses: (1) programming schedules prepared under conditions of greater freedom of speech and freedom of expression, when compared to those prepared in 1979 under military rule, would exhibit greater reliance on domestic, Latin American or Spanish-language programming and correspondingly fewer American- or First World- produced programs; and (2) the programming schedules would show a trend toward increasingly more use of domestic, Latin American or Spanish-language programming as the Argentine audiences gain more experience with free expression. Findings supported the first hypothesis; however, the second hypothesis was not supported. Findings suggest that further research would benefit from expanding samples to include programming schedules for cities of the country's "interior," and evaluating the content of Argentina's increasingly widespread cable television system. (Two tables of data are included.) (NH)

# DOCUMENT RESUME

ED 308 572 EA 020 957

*Chichura, Elaine Marie*
The Role of the Board of Education in the Process of Resource Allocation for Public Schools.
PUB DATE- Mar 89
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Boards of Education; *Budgeting; Elementary Secondary Education; *Organizational Theories; *Politics of Education; *Public Schools; *Resource Allocation
IDENTIFIERS- *Garbage Can Theory; *Pennsylvania

Public schools as formal organizations have broad-based goals, limited resources, and a formal hierarchy with which to manage the goal achievement process. The board of education combines this organization's economic and political dimensions to provide a thorough, efficient education for all children in the state. This paper investigates the board's role in the public school resource allocation process, examining its legal basis, composition, responsibilities, and economic environment. To analyze specific school board behaviors in terms of decision-making, three theoretical perspectives (the rational, the bureaucratic, and the political models) were used. The actual district funding levels for education are related to four sets of interacting variables--governmental, economic, demographic/social, and political/administrative. Boards using a rational model of resource allocation would exhibit behaviors directed toward improving student achievement. Boards using a bureaucratic decision-making model would focus on maintaining the status quo or would promote stability by following predetermined rules and systems for action. Boards using a political economy model, strongly directed by their need to avoid conflict, might deviate from organizational goals by responding to perceived wants, needs, and self-interests of influential constituents. The study examined four northeastern Pennsylvania school districts. Data were obtained through budget session tapings and 37 interviews with representative members from the four districts. The research clearly indicates that an interaction of all four models was present in the school districts examined. The resultant model resembles the "garbage can model" of organizational choice. The extent of each model's use varied with the different situations encountered. (18 references) (MLH)

# DOCUMENT RESUME

ED 308 587 EA 021 075

*Gibbs, Greg K.*
Effective Schools Research: The Principal as Instructional Leader. With Annotated Bibliography.
PUB DATE- Jun 89
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Administration; Elementary Secondary Education; *Instructional Leadership; *Leadership Qualities; Parent Participation; *Principals; *School Effectiveness
IDENTIFIERS- *Effective Schools Research

Effective schools research suggests that five correlates concerned with principal/teacher characteristics and behavior, school and classroom climate, instructional emphasis, and pupil evaluation must be present to maximize student achievement. This paper focuses on one correlate, the principal's role as instructional leader. Effective principals share three characteristics: (1) communicating and monitoring reasonable expectations to the staff; (2) conducting frequent, substantive classroom observations; and (3) actively participating in the instructional program. Within these commonalities are contained at least nine attributes relating directly to the principal's ability to lead an effective school: (1) playing an assertive instructional role; (2) being goal and task oriented; (3) being well-organized; (4) conveying high expectations; (5) clearly defining and communicating policies; (6) making frequent classroom visits; (7) maintaining high visibility and accessibility; (8) providing strong, reliable support to staff; and (9) being adept at parent/community relations. Various studies on principal expectations and principal supervisory and leadership styles are summarized. A bibliography of 30 effective schools references and an annotated bibliography of 26 general and school administration handbooks are included. (MLH)

# DOCUMENT RESUME

ED 308 602 EA 021 100

*Russell, Ronald; Rommel, Barbara*
How To Give Your Instructional Assistants an A+ Training Program.
**David Douglas Public Schools, Portland, Oreg.**
PUB DATE- 23 Jun 89
NOTE- 15p.; Paper presented at the Annual Meeting of the Confederation of Oregon School Administrators (Seaside, OR, June 23, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Elementary Secondary Education; *Job Training; Personnel; Personnel Evaluation; *Staff Development; *Teacher Aides; *Teacher Effectiveness; Teachers; *Training Methods
IDENTIFIERS- *Assistant Plus Program; *David Douglas School District OR

This program is an effort of the David Douglas School District (Oregon) to provide specific training experiences for classified employees who assist with instruction. The program is intended to ease the training burden on teachers, provide district wide continuity of training experiences, and communicate the importance of the assistant's job responsibilities. Six phases compose the program: (1) needs assessment; (2) planning; (3) training; (4) evaluation; (5) recognition; and (6) future plans. This program is a low-cost, but effective training experience. Comment and evaluation forms are appended. (SI)

# DOCUMENT RESUME

ED 308 618 EA 021 118

*Burns, Wendell A.; Wood, Robert W.*
Teachers' Perceptions of the Effects of Implementation of Outcomes-Based Education.
PUB DATE- Jul 89
NOTE- 101p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Analysis of Variance; Elementary Secondary Education; Instructional Development; *Instructional Effectiveness; Instructional Improvement; *Teacher Attitudes; *Teacher Response; *Teaching Methods
IDENTIFIERS- Iowa (Sioux City); *Outcome Based Education; Outcome Based Instructional Systems Approach

The purpose of this study was to determine teachers' perceptions of the effects of implementation of the philosophy, curriculum structure, instructional development system, assessment and monitoring procedures, instructional organization, and staff development process of Outcomes-Based Education (OBE) and to determine if teachers' perceptions of OBE issues differ in relation to their level of teaching assignment, years of teaching experience, and level of education attained. The study's sample consisted of 60 core curriculum classroom teachers. Their perceptions were gathered by using a six-point Likert-type Delta Technique survey. Comments followed 39 survey statements. Eighty percent of the surveys were returned. Group means were calculated for the responses to statements in the six OBE-related areas. An analysis of variance and Scheffe tests were conducted on each of the 39 survey statements to determine differences among the groups. The findings revealed that level of teaching assignment was the independent variable cited as showing differences among the groups of respondents for 11 of the statements; level of teaching experience and level of education attained were the area of significant difference for one statement; and years of teaching experience and level of education provided differences for one statement. Recommendations include procedures for staff development programs to address the practical concerns of teachers about their grade level's use of OBE. (Author/JAM)

# DOCUMENT RESUME

ED 308 633 EA 021 138

*Tucker, Null A.; And Others*
Board Goals Provide a District Focus.
PUB DATE- Aug 88
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; *Boards of Education; *Educational Administration; Elementary Secondary Education; *Goal Orientation
IDENTIFIERS- *Georgia (DeKalb County)

Operating a large school system somewhat resembles managing a large corporation--especially regarding goal orientation. Although educators are enjoined to provide the best possible education for youngsters, staff in large systems may be working at cross-purposes. School board members in DeKalb County, Georgia, are pursuing greater achievement gains by focusing on a few relevant goals. The board has formulated perennial and annual district goals providing focus for itself and for schools and departments. Besides plotting the board's direction, these goals facilitate budgeting and program decisions and help maintain consistency for new board members. Each goal has three parts: statement, method of achievement, and method of auditing goal achievement. Once the board decides on the goals (after input from the superintendent and constituents), district personnel decide on the appropriate methods for attaining and evaluating them. The goals are printed on posters and in a handbook, then distributed to all school system personnel, parents, and students. These persons are encouraged to channel their efforts toward accomplishing district goals. The goal achievement process is explained and illustrated by a sample perennial goal (increasing student time-on-task in the classroom). (3 references) (MLH)

# DOCUMENT RESUME

ED 308 647 EC 220 510

*Lagomarcino, Thomas R.; And Others*
Self-Management: Facilitating Employee Independence in Supported Employment Settings. Volume 4.
**Illinois Univ., Champaign. Secondary Transition Intervention Effectiveness Inst.**
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 88
NOTE- 203p.
CONTRACT- 300-85-0160
GRANT- STILMIDOR-GPC-MHD983
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Disabilities; Employment Potential; Interpersonal Competence; Job Skills; *Job Training; *Mental Retardation; Questioning Techniques; Self Control; Sequential Learning; *Training Methods; *Verbal Learning
IDENTIFIERS- *Self Management; *Supported Work Programs

Seven papers address the teaching of self-management skills to disabled persons in supported employment settings. In "Competitive Employment: Teaching Mentally Retarded Employees to Maintain Their Work Behavior," (Frank Rusch and others), external cues managed by job coaches are contrasted to self-generated cues leading to employee self reliance. "Competitive Employment: Utilizing the Correspondence Training Paradigm to Enhance Productivity" (Katherine Crouch and others) demonstrates the effectiveness of verbal self-direction in improving the work performance of three retarded employees. "Teaching Task Sequencing via Verbal Mediatin" (Frank Rusch and others) reports procedures used to teach a moderately retarded woman to sequence her job-related tasks. In "Competitive Employment: Teaching Mentally Retarded Employees Self-Instructional Strategies," Rusch and others report on a self-instructional package utilizing a systematic question answering approach. "Teaching a Student with Severe Handicaps to Self-Instruct: A Brief Report" (Rusch and others) reports on the improvement of social skills through teaching proper requesting techniques. "Utilizing Self-Management Procedures To Teach Independent Performance" by Thomas Lagomarcino and Frank Rusch applies the procedures to a person with profound mental retardation. A conceptual framework for implementing self-management procedures in supported employment settings is presented in the last paper, "Utilizing Self-Management to Facilitate Independence on the Job" by Lagomarcino and others. (DB)

# DOCUMENT RESUME

ED 308 661 EC 220 525

*Dever, Richard B.*
A Taxonomy of Instructional Objectives for Developmentally Disabled Persons: Personal Maintenance and Development; Homemaking and Community Life; Leisure; and Travel Domains. Working Paper 85-2. COMPETE: Community-Based Model for Public-School Exit and Transition to Employment.
**Indiana Univ., Bloomington. Center for Innovation in Teaching the Handicapped.**
SPONS. AGENCY- Indiana State Dept. of Mental Health, Indianapolis.; Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- Oct 85
NOTE- 63p.; For related documents, see EC 220 524-535.
GRANT- G008430112
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Vocabularies/Classifications (134) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Behavioral Objectives; *Classification; *Daily Living Skills; *Developmental Disabilities; High Schools; Homemaking Skills; Independent Living; *Leisure Education; Normalization (Handicapped); Self Care Skills; Student Educational Objectives; *Training Objectives; *Travel Training

The purpose of Project COMPETE is to use previous research and exemplary practices to develop and validate a model and training sequence to assist retarded youth to make the transition from school to employment in the most competitive environment possible. The taxonomy described in this project working paper focuses on instructional objectives in four domains. In the "Personal Maintenance and Development" domain are listed goals and objectives pertaining to routine body maintenance, illness treatment, establishing and maintaining personal relationships, and handling "glitches" such as equipment breakdowns. The "Homemaking and Community Life" domain focuses on goals and objectives related to finding and caring for one's living quarters, getting along with neighbors and others in the community, and handling the "glitches" that arise during daily community life such as household supplies depletion. The "Leisure" domain identifies goals and objectives for developing leisure activities, performing leisure activity routines, co-existing with others during leisure times, and handling such "glitches" as equipment breakdowns. In the "Travel" domain are listed tasks related to routine travel in the community, use of conveyances, co-existing with others while traveling, and handling glitches such as schedule changes. For each goal, the taxonomy also notes desirable precursors which, though not required prior to the time of instruction, can make instruction easier. (JDD)

# DOCUMENT RESUME

ED 308 674 EC 220 547

*Pieterse, Moira, Ed.; And Others*
Early Intervention for Children with Disabilities: The Australian Experience.
**Macquarie Univ., North Ryde (Australia). Special Education Centre.**
REPORT NO.- ISBN-0-85837-623-7
PUB DATE- 88
NOTE- 395p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Books (010)
DESCRIPTORS- Autism; Cerebral Palsy; Communication Disorders; Developmental Disabilities; *Disabilities; *Early Childhood Education; *Early Intervention; Foreign Countries; Hearing Impairments; Helping Relationship; History; Home Instruction; Language Handicaps; Learning Disabilities; Manual Communication; Mental Retardation; Migrants; Organizations (Groups); Parent Participation; Parents; Preschool Education; Program Descriptions; Program Effectiveness; Program Evaluation; Rural Areas; Social Support Groups; Special Education; Teacher Education; Urban Areas; Visual Impairments
IDENTIFIERS- *Australia; Macquarie University (Australia)

A collection of papers on the Australian experience with early intervention for children with disabilities gives regional overviews, describes specific intervention programs, and discusses a variety of issues. Overviews are given of early intervention in Australia in general, New South Wales, Victoria, Queensland, South Australia, Western Australia, Tasmania, and the Northern Territory. Topics of program descriptions include: the Down Syndrome program at Macquarie University; early education and integration for children with intellectual disabilities; hearing and hearing loss; visually impaired children; a New South Wales cerebral palsy program; the Autistic Association of New South Wales; early language intervention; communication camps; a University of Western Australia program; a rural community's child/parent support initiative; a rural distance education approach; a home-based teaching program; a program for urban migrant families; services in New South Wales preschools; and a toy library. Early intervention issues addressed separately include the working relationship between parents and professionals; teaching parents to be direct instructors and child advocates; integration of quality care and education; manual communication for hearing-impaired and autistic children; early special education teacher training; alternative and controversial treatments of Down Syndrome; evaluating early intervention programs; and the efficacy of early intervention with Down Syndrome. (MSE)

*Remp, Ann M., Ed.*
MBEA Today. The Official Magazine of the Michigan Business Education Association. Volume LIV. Numbers 1-5.
**Michigan Business Education Association.**
PUB DATE- 89
NOTE- 67p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Business Education; *Business Education Teachers; Keyboarding (Data Entry); *Office Occupations Education; Postsecondary Education; Professional Associations; Secondary Education; Secretaries
IDENTIFIERS- *Michigan

Presented is volume 54 of the official magazine of the Michigan Business Education Association (MBEA), consisting of 5 issues. Among the contents of issue number 1 is a message from the association president; articles on placing business education in the mainstream of Michigan education, the changing roles and responsibilities of secretaries, and desktop publishing; and an announcement of a kit to be used in marketing business education. Number 2 includes articles on bringing business and economics back to business education, entrepreneurship education, Michigan's "Opportunity Card" concept, and Business Professionals of America, a vocational organization for students. Number 3 includes articles on keyboarding in middle schools and keyboarding by gifted and talented students, on communicating to improve international business, and on highlights of the upcoming state convention program. Included in number 4 are an article on a Michigan Organization of Private Schools legislative luncheon, an editorial supporting affiliation with the Michigan Occupational Education Association, and descriptions of upcoming annual convention sessions. Number 5 includes articles on male secretaries and a report on business education minors who teach business subjects in secondary schools; the names of merit scholars and first place winners in the Business Professionals of America competition; and the names of association recognition award winners. These issues typically include reminders of upcoming affairs, profiles and current MBEA board members, and reports from regional affiliates. (CML)

ED 308 296 CE 052 656

Sixteenth Annual Report of the West Virginia State Council on Vocational Education.

**West Virginia State Council on Vocational Education, Charleston.**

PUB DATE- Mar 89
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Advisory Committees; Compliance (Legal); Coordination; Disabilities; Disadvantaged; Employment Programs; Federal Legislation; Federal Programs; Federal State Relationship; Job Training; Postsecondary Education; *Program Effectiveness; *Program Implementation; *Program Improvement; Secondary Education; State Federal Aid; *State Programs; *Vocational Education
IDENTIFIERS- Carl D Perkins Vocational Education Act 1984; Job Training Partnership Act 1982; *West Virginia

This document reports briefly on the status of vocational education in West Virginia during 1987-88, as reported by the West Virginia State Council on Vocational Education. It summarizes the duties of the council, presents an overview of the number of students enrolled and the number of vocational programs in the state, and commends exemplary programs. It also analyzes briefly the involvement of vocational education with the private sector and with the Job Training Partnership Act. A financial outline highlights the methods for allocating vocational funds, a financial analysis of vocational programs, and an assessment of the distribution of funds. Improvements in vocational education during the year are noted, and recommendations for further action are made. They include creating reimbursement formulas for adult vocational education, reviewing the procedures for enrolling adults in technical colleges, developing guidance programs, ensuring the enrollment of disadvantaged students in vocational education, developing strategies for the dissemination of information about student financial aid, and establishing technical advisory committees. Summaries of studies concerning the coordination of the West Virginia vocational education program with the Job Training Partnership Act and the Carl D. Perkins Vocational Education Act are provided. (KC)

ED 308 310 CE 052 678

*Castro, Claudio de Moura*
Multinationals in China: Transfer of Technology, Management and Training. Training Discussion Paper No. 40.
**International Labour Office, Geneva (Switzerland).**
REPORT NO.- ISBN-92-2-107192-8
PUB DATE- Jun 89
NOTE- 51p.; Edited by the Training Policies Branch.
AVAILABLE FROM- ILO Publications, International Labour Office, CH-1211, Geneva 22, Switzerland.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Developed Nations; *Economic Development; Foreign Countries; Industrial Structure; *International Cooperation; International Studies; *International Trade; *Technology Transfer
IDENTIFIERS- *China

This document reports on visits to a dozen enterprises in China jointly owned by the Chinese and foreign countries and to three other enterprises that are exclusively owned by the Chinese or by foreign interests. The document begins with sections called "The Opening Up of the Economy to the Outside World," "Chinese Enterprises," "The Commodity Economy," "Labour Market Developments," "Labour Contracts," "Pay Scales in China," and "Visiting Successful Enterprises in China." The next 15 sections, each of which describes a visit to one of the enterprises, are entitled "Producing Electric Motors the Chinese Way"; "Public Firms Catering to Private Vices: The Cigarette Factory"; "Car Business with Big Business"; "Making Automobiles the European Way"; "Speak English, Work Hard, and Make Money: Innkeeping Lessons from Singapore"; "Hong Kong Cooks to Teach Chinese Cuisine"; "Fixing Cars, Growing Mushrooms, Feeding People, and Operating a Duty-Free Shop: The Multiple Activities of a Zhuhai Enterprise"; "Foreign Investment to Repair Automobiles"; "Mass Producing Bicycles for the World"; "Coca-Cola Cans to the Chinese Market"; "Manufacturing Electronic Parts for Western Markets"; "British Banking via Hong Kong"; "Japanese Printers Made in China"; "Stripped Down Capitalism: The Assembly of Consumer Electronics"; and "German Toys Made by Chinese Peasants." The concluding section of the document is called "Lessons in Training, Management, and Technology." (CML)

*Simpson, A. Hyatt*
Arizona Vocational Education Effectiveness Study.
**Northern Arizona Univ., Flagstaff. Center for Vocational Education.**
SPONS. AGENCY- Arizona Occupational Research Coordinating Unit, Phoenix.
PUB DATE- Apr 84
NOTE- 136p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Accountability; *Educational Assessment; Educational Quality; High Schools; *Outcomes of Education; *Program Effectiveness; Program Evaluation; *School Effectiveness; *Vocational Education
IDENTIFIERS- *Arizona

Among the results of two complementary studies on the effectiveness of Arizona secondary vocational education were the following: (1) the vocational students were more satisfied with school than the nonvocational students; (2) the vocational students felt better prepared for work; (3) the 12th-grade nonvocational students scored significantly higher on reading (but not math) tests; (4) employers considered the vocational students better prepared in terms of specific job skills but not in English and math skills; (5) many more of the vocational students are likely to continue their education than their teachers and administrators realized; (6) the vocational students worked more hours during high school and had more positive attitudes toward their work experiences; and (7) parents, vocational teachers, and administrators all said job placement, vocational counseling, and cooperative work experience need improvement. The data were collected in one study by questionnaires administered to vocational and nonvocational students, parents, vocational teachers, and administrators at a sample of nine schools. In the other study, 19 vocational and 19 nonvocational graduates from four high school were interviewed, as were the graduates' current supervisors or postsecondary instructors. (Sixty-eight pages of appendices include 22 references, survey instruments, and data on responses.) (CML)

ED 308 352 CE 052 755

Single Parent/Displaced Homemaker Center. Annual Report.
**Hopkinsville Community Coll., KY.**

SPONS. AGENCY- Kentucky State Dept. of Education, Frankfort. Office of Vocational Education.
PUB DATE- 30 Jun 87
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Role; Community Colleges; *Displaced Homemakers; Employment Potential; *Job Skills; Learning Activities; *Mothers; *One Parent Family; *Outcomes of Education; *Program Effectiveness; Two Year Colleges; Workshops
IDENTIFIERS- *Hopkinsville Community College KY

The Single Parent/Displaced Homemaker Center at Hopkinsville Community College is designed to assist eligible participants with individualized training and acquisition of marketable skills. Before classes begin, a week-long orientation is scheduled to help the participants explore careers and become job ready. The orientation also is designed to help the participants build individual self-esteem, discuss and solve common problems, learn the value of support systems, and develop successful, responsible behavior. Emphasis is placed on professional grooming, interviewing techniques, resume writing, communication skills, assertiveness, and financial planning. Participants are also required to take a psychology course on human potential and a seminar on employability skills. The Single Parent/Displaced Homemaker program served approximately 50 women during the 1986-87 year. As a result of the program, some participants secured jobs with the Post Office, and some may become police trainees. A number of women achieved academic honors and/or scholarships to four-year colleges. Participants also became aware of job possibilities and many became employed at the end of training. (KC)

ED 308 367 CE 052 788

*Damin, Monther Abdel Hameed; Hodinko, Bernard A.*

Career Choice Attitudes of Jordanian Adolescents Related to Educational Level of Parents.

PUB DATE- 87
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Career Choice; Career Education; Decision Making; Developing Nations; *Educational Attainment; Educational Research; Family Characteristics; Foreign Countries; High Schools; *High School Students; *Parent Background; *Parent Influence; Parent Role
IDENTIFIERS- *Jordan

A study examined how the educational level of parents related to the career-choice attitudes of adolescents. The Career Maturity Inventory Attitude Scale, Form A-1, was translated into Arabic and used to assess the attitudes and feelings about making a career choice and entering the working world of a sample of 841 students enrolled in 28 high schools in Jordan in spring 1989. Students completed a second instrument, the Personal Data Inventory, to report data about themselves and their parents' socioeconomic and educational status. Data indicated that the educational level of parents was significantly related to the career attitudes of Jordanian youth of high school age. As the educational level of the father and mother increased, the disposition of their adolescent child progressed toward making a career choice and entering the job market. Unfortunately, although adolescents appeared ready to receive and internalize meaningful vocational information, their primary providers--father and mother--lacked the knowledge to provide it. Over 50 percent of the parents had not completed secondary school. The implication was that secondary schools in Jordan needed to direct more attention to parents as career resources for their children. (Author/YLB)

ED 308 410 CE 052 850

*Stone, James R., III; Dahlgren, Judith*
Industry Based Training in Minnesota.
**Minnesota Univ., St. Paul. Minnesota Research and Development Center for Vocational Education.**
SPONS. AGENCY- Minnesota State Board of Vocational-Technical Education, St. Paul.; Minnesota State Dept. of Education, St. Paul.; Minnesota Univ., St. Paul. Dept. of Vocational and Technical Education.
PUB DATE- Jul 89
NOTE- 169p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Vocational Education; *Inplant Programs; *Models; *Off the Job Training; Postsecondary Education; *Retraining; Skill Obsolescence; *Staff Development; State Surveys; Technical Institutes; Vocational Education

A study identified alternative models of short-term upgrading and updating training for employed workers in business and industry. In phase 1, a literature review provided the basis for a nine-cell matrix that conceptualized alternative models of industry-based training as a function of the skill level the training addressed and the degree of program development activity. Phase 2 was a series of investigations to ascertain the extent to which these conceptualized alternative models were used by business and industry. The research procedures were a telephone survey of Minnesota Technical Institute extension directors, focus group interviews with five selected extension administrators, a survey of businesses in Minnesota, and formation of an advisory committee. Findings indicated that Minnesota's technical institutes conducted a high degree of industry-based training activity. Most of this training was targeted toward the manufacturing and health care industries. The study found evidence of the use of each conceptualized industry-based model. No "one best model" emerged; each model seemed to meet different needs. Barriers to the delivery of industry-based training as perceived by industry included availability of needed courses, program accessibility, and lack of confidence in instructor skills and abilities. (Instruments and 43 references are appended.) (YLB)

ED 308 424 CG 021 746

*Burdsal, Jeanne*
Potential for Abuse among Workers in a Preschool Child Development Program.
PUB DATE- Apr 89
NOTE- 13p.; Paper presented at the Southwestern Psychological Association (35th, Houston, TX, April 13-15, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Analysis of Variance; *Child Abuse; *Child Development Specialists; Comparative Analysis; Counselor Characteristics; Counselor Qualifications; Predictive Validity; Predictor Variables; *Preschool Children; Preschool Education; *Psychological Testing; Regression (Statistics); *Screening Tests
IDENTIFIERS- *Child Abuse Potential Inventory; Project Head Start

The Child Abuse Potential Inventory was completed by 56 Head Start staff. Because the Head Start program creates an environment where staff work almost exclusively with parents or with children, it was possible to examine the perceived differences among workers attracted to child or parent work. Scores for classroom and non-classroom staff were compiled and examined by analysis of variance for significant differences. The results revealed that, while the mean abuse score for classroom staff was approximately 17 points higher than the mean score for non-classroom staff, both scores were within the normal, nonabusive range and the difference was not statistically significant. Stepwise regression was used to develop a prediction equation for potential abuse scores. Variables used in the analysis were age, race, marital status, number of children in the home, education level, and staff position. Race was the only variable that entered into the equation. The implications for use of such information in the screening, hiring, and assignment of staff to various work roles and responsibilities are explored. References are included. (TE)

ED 308 512 CS 211 914

*Gonzales, Phillips C.; Grubbs, Melvin H.*
Effective Language Arts Programs for Chapter 1 and Migrant Education Students.
**California State Dept. of Education, Sacramento.**

REPORT NO.- ISBN-0-8011-0796-2
PUB DATE- 89
NOTE- 23p.
AVAILABLE FROM- Bureau of Publications, Sales Unit, California State Department of Education, P.O. Box 271, Sacramento, CA 95802-0271 ($4.25 each, plus sales tax for California residents).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Education; *English Curriculum; *English Instruction; *Language Arts; Lesson Plans; Literature; Migrant Education; Rural Education; Teacher Effectiveness; Teaching Methods; Urban Education
IDENTIFIERS- California; *Collaborative Learning; Education Consolidation Improvement Act Chapter 1

This document describes changes in language arts instruction that are designed to recognize the unique strengths and abilities of Chapter I and migrant education students. The document also describes a particular vision of a new language arts program for these students, a program designed to teach to their strengths and provide them with opportunities to succeed. The chapters include: (1) "Changes in Language Arts Instruction"; (2) "The Curriculum in a Literature-Based Program"; (3) "The Language Arts as Tools for Learning"; (4) "The Assessment of Language Arts Processes"; (5) "The Classroom as a Place for Collaborative Learning"; (6) "Role of the Language Arts Teacher"; and (7) "A New Language Arts Program." (MS)

ED 308 528 CS 211 943

*Piper, Terry*
Written Language Growth in a Multiethnic Classroom.
PUB DATE- 89
NOTE- 16p.; Paper presented at the Second Language Research Forum (Los Angeles, CA, February 23-26, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Bilingualism; *Cognitive Development; Comparative Analysis; English (Second Language); Foreign Countries; Grade 2; Primary Education; *Writing Processes; Writing Research
IDENTIFIERS- Alberta; *Childrens Writing; English Speaking; *Writing Development; Writing Models

A study analyzed and described the writing development of 24 children in a multiethnic inner city classroom in Canada to learn whether there were measurable differences among native speakers, bilinguals, and English-as-a-Second-Language (ESL) beginners. Writing samples were analyzed for describing, interpreting, generalizing, and speculating language. Results indicated that: (1) the preferred form of language was descriptive, although bilinguals used less descriptive language than the other two groups; (2) the highest incidence (although the incidence was very low) of speculating language and of generalizing language was found in the writing of the bilingual subjects; (3) the most fluent as a group were the native speakers (i.e., speakers of English); and (4) the highest global marks were assigned on average to the native speakers. (One table of data is included.) (SR)

ED 308 588 EA 021 076

*Egelston, Richard L.*

# The New York State Model for Sharing Successful Programs: A Decade of Implementation and Evaluation.

PUB DATE- Apr 89
NOTE- 21p.; Paper presented at the Annual Meeting of the New England Educational Research Organization (Portsmouth, NH, April 26-28, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Innovation; Elementary Secondary Education; *Instructional Improvement; *Program Evaluation; *Program Implementation; *Shared Resources and Services
IDENTIFIERS- *New York

To address educational reform needs in New York State, the State Education Department developed a research-based Sharing Successful Practices (SSP) Dissemination model. Under SSP, a program successful in meeting one district's needs can be adopted by other districts with similar needs. SSP has four components: validation, demonstration, replication, and technical assistance. An evaluation of SSP must consider model characteristics as well as what happens after the model is implemented. In the report, several studies conducted over a period of years are synthesized to demonstrate that SSP is an effective tool in bringing about educational change. The report specifically shows that SSP has content and construct validity; is reliable and cost-effective; is more efficient than developing a local program; and is perceived as useful by local school districts. In addition, local school district evaluation data indicate that replicating validated programs is successful. Participation rates are high, with over 85 percent of the school districts participating in replication during the 12-year period. More than 12,000 adoptions have taken place, with a large number happening in urban schools. Five tables and 16 references are included. (MLH)

ED 308 603　　　　　　　　　　EA 021 101

*Kemple, James J.*
The Career Paths of Black Teachers: Evidence from North Carolina.
PUB DATE- Mar 89
NOTE- 34p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Black Teachers; Career Choice; Career Development; *Career Planning; Elementary Secondary Education; Minority Group Teachers; Teacher Employment; *Teacher Persistence; *Teaching (Occupation)
IDENTIFIERS- *North Carolina

This paper studies the variables that may be related to the length of time that black teachers stay in teaching and, if they do leave, to whether or not they return. Specifically studied are the career paths of 2,535 black teachers who began their careers in North Carolina between 1974 and 1982. Used to predict the timing of both an exit from teaching and a return to teaching is information on each teacher's calendar year of entry, gender, age at entry, and subject matter specialty. Discussed are the changes in the career patterns of black teachers and the relationship between opportunity costs and the likelihood of staying in, leaving, or returning to teaching. The study's analytic method is summarized and the key terms defined. Findings suggest that the majority of teachers in the sample tended to stay in teaching once they entered and are reasonably likely to return to teaching if they leave. The pattern identified appears to have changed slightly since the mid-1970's, and there is a disproportionate drain on the black teachers who are most in demand both inside and outside the teacher labor market. Appended are 25 references, two data tables, and six data figures. (SI)

ED 308 634 EA 021 139

*Bellon, Jerry J.; And Others*
Refocusing State Reform: The Tennessee Experience.
PUB DATE- Mar 89
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Career Ladders; *Educational Change; Elementary Secondary Education; *Goal Orientation; *Performance Contracts; *State Action; *Teaching Conditions
IDENTIFIERS- *Tennessee

After discussing the need for second-order (or structural) reform and Tennessee's leadership in "first wave" legislation, this paper describes selected aspects of Tennessee reform activities and recent events leading to client-centered control. Tennessee's Better Schools Program, consistent with "first-wave" proposals, emphasized greater control and increased teacher accountability. The program was best known for its career ladder program, which began in 1984 and featured an extended contract program component. A 1987 study of 600 teachers and 100 administrators found that monetary reward was the primary incentive for participating in the career ladder program and that teachers cited more deleterious than beneficial effects of the program. Also, there was little agreement concerning program goals and purposes. The extended contract component suffered from inconsistent funding procedures, lack of agreement concerning alternative routes to career ladder status, and lack of awareness of incentives to enhance teaching and improve the workplace. The 1987 study recommended that future Tennessee reform efforts develop clearly stated goals that are feasible, useful, and beneficial to students. The paper then summarizes some 1988 studies comprising Tennessee's refocused reform efforts. These include studies in teacher evaluation, needs assessment, extended contracts, alternative incentives, and quality of school life. Current status and future research directions are briefly outlined. (50 references) (MLH)

ED 308 338 CE 052 721

Working for the Federal Government. Job Satisfaction and Federal Employees. A Report to the President and the Congress of the Unite
States. A Special Study.

Merit Systems Protection Board, Washington, D.C.

PUB DATE- Oct 87
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Employer Employee Relationship; *Government Employees; *Job Satisfaction; *Personnel Policy; *Public Agencies; Work Environment

The findings of a 1986 survey of a stratified random sample of 21,620 employees in the 22 largest agencies of the Federal Government suggest that employees are fairly positive about their work but that they differ in job satisfaction, depending on their age, grade, length of service, and what agency they work for. Sixty-eight percent reported that they are satisfied with their jobs, and 71 percent said they like working where they work. However, employees' responses vary as much as 35 percent in overall satisfaction levels, depending on where the employees work. In general, the older the worker, the higher the grade, or the longer the service, the higher the level of overall satisfaction reported. In addition to overall job satisfaction, the study's 64-item questionnaire addressed the extent to which satisfaction was produced or hindered by specific policies and practices. It was recommended that, because not all employees are affected in the same way by federal personnel policies and practices, efforts to enhance the Federal Government as an employer should be focused according to these differences. (Twelve references are included.) (CML)

ED 308 381 CE 052 805

*McLean, Gary N., Ed.*
Pakistan-Specific Cases for the Advanced Management Course in Public Administration.
**Academy for Educational Development, Inc., Washington, D.C.**
SPONS. AGENCY- Agency for International Development (IDCA), Washington, DC.
PUB DATE- Jul 89
NOTE- 137p.; For a related document, see CE 052 804.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Case Studies; Developing Nations; Foreign Countries; *Management Development; Postsecondary Education; *Public Administration Education; Public Service Occupations
IDENTIFIERS- *National Institute of Public Administration; *Pakistan

A compilation of management case studies concerning public administration in Pakistan and accompanying teaching notes, this document is intended to foster discussion in classes such as the advanced management course in public administration at the National Institute of Public Administration in Lahore, Pakistan. Included are case studies entitled "Introduction of Combined Delivery System of Mail at Lahore GPO" (Ahmad, Samad); "The Ombudsman Decides: The Contested Inspection" (Malik, Haq, Azim); "Basic Manufacture of Pharmaceutical Raw Materials" (Ahmad); "The Overlooked Proposal for Computerized MIS (Rafique, Safdar, Majeed); "Mehrpur Dam: The Unfulfilled Promise" (Anjad, Khan); and "What Happened to the Matching Grants?" (Mustafa, Mahmood). The teaching note following each (Rafique, Safdar, Majeed); "Mehrpur Dam: The case typically includes this information relevant to the case: topical area or classification, learning objectives, place in sequence of advanced management course, target population, supplies needed, summary, time allocation, possible approaches, issues to be considered,

possible solutions to questions, additional questions, actual outcome, theoretical or conceptual base, and technical notes/supplemental readings. (CML)

ED 308 396                CE 052 831

Articulation Matrix for Home Health Aide, Nursing Assistant, Patient Care Assistant, Practical Nursing.

**Florida State Univ., Tallahassee. Center for Instructional Development and Services.**

SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.
REPORT NO.- HO-188-BK-89
PUB DATE- Apr 89
NOTE- 26p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Competency Based Education; *Home Health Aides; Medical Assistants; *Nurses Aides; *Nursing Education; Nursing Homes; *Practical Nursing; Standards; Two Year Colleges; Vocational Education
IDENTIFIERS- *Florida; *Patient Care Assistants

This document demonstrates the relationships among four Florida nursing education programs (home health aide, nursing assistant, patient care assistant, and practical nursing) by listing student performance standards and indicating which ones are required in each program. The 268 student performance standards are arranged in 23 areas of competence, such as "Use verbal and written communication," and "Perform physical and comfort and safety functions." A Nursing Curriculum Framework specifies which of 23 intended outcomes apply to each program. (CML)

ED 308 437                    CG 021 762

*Jaranson, James M.; Bamford, Pauline*
Program Models for Mental Health Treatment of Refugees.
**Minnesota Univ., Minneapolis. Refugees Assistance Program - Mental Health Technical Assistance Center.**
SPONS. AGENCY- National Inst. of Mental Health (DHHS), Rockville, MD.
PUB DATE- 15 Jul 87
NOTE- 51p.
CONTRACT- NIMH-278-85-0024-CH
AVAILABLE FROM- Refugee Assistance Program--Mental Health Technical Assistance Center, University of Minnesota, Box 85, Mayo, Minneapolis, MN 55455.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Bilingualism; Clinical Diagnosis; Community Health Services; Medical Services; Mental Disorders; *Mental Health Clinics; *Mental Health Programs; *Models; Psychiatric Hospitals; Psychiatric Services; *Psychological Services; Psychotherapy; *Refugees
IDENTIFIERS- Refugee Assistance; *Refugee Mental Health

This paper presents the approach used by the Technical Assistance Center (TAC) of the University of Minnesota's Refugee Assistance Program in Mental Health for identifying successful and culturally sensitive mental health service delivery models. It divides these into four categories: the psychiatric model; the community mental health model; the primary health care clinic model; and the multi-service agency model. The functional and descriptive characteristics of each of these models are described and are illustrated by selected examples. General characteristics of effective programs are discussed, including the use of trained bilingual/bicultural staff, integration into the refugee community, awareness of the special cultural needs of refugees, integration into a larger system of refugee care, and cross-cultural expertise among the service delivery staff. The bulk of the paper consists of an appendix describing 11 exemplary programs that illustrate each of the four categories: 2 psychiatric models, 2 community mental health models, 3 primary health clinic models, and 4 multi-service agency models. A second appendix lists all the refugee mental health programs visited by the TAC staff. A selected bibliography is also included. (TE)

*Fenzel, L. Mickey*
The Effects of Role Strains and Perceived Competence on Self-Esteem and School Performance of Sixth Graders in Middle School.
PUB DATE- 31 Mar 89
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989). For related document, see CG 021 794.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Adolescent Development; Adolescents; *Competence; *Grade 6; Grade Point Average; Intermediate Grades; Longitudinal Studies; *Middle Schools; *Self Esteem; *Stress Variables

Little research has investigated the relationships among sources, outcomes, and moderators of stress. There is a particular lack of such work with children and adolescents, especially work describing how the process unfolds with respect to the influence of continuing everyday stressors, such as those associated with the demands of schooling. This study examined the effects of school-related role strain on two student outcomes: grade point average and self-esteem. Subjects (N=120) were part of a 3-wave longitudinal study of the transition from elementary school to middle school in a small city district. Self-esteem was significantly predicted by both perceived strain magnitude and competence in a hierarchical regression equation. Competence served as a moderator of the effects of strain on self-esteem. Both strain magnitude and academic competence predicted grade point average when included in a regression equation along with father's education. Results point to the importance of early adolescent's perceptions of competence in academic and social domains and a positive sense of physical attractiveness to general self-esteem. Just as important to self-esteem as competence, however, is an environment that is relatively free of strain, that is to say, one in which parents, teachers, and peers hold role expectations that meet the developmental needs of early adolescents. (ABL)

ED 308 465 CS 009 675

*Ahn, Woo-Kyoung; And Others*
Schema Acquisition from a Single Example. Technical Report No. 470.
**Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.**
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 89
NOTE- 30p.
CONTRACT- OEG-0087-C1001
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Concept Formation; Educational Research; Higher Education; *Learning Processes; *Learning Strategies; *Learning Theories; *Schemata (Cognition)
IDENTIFIERS- Schema Theory

A three-part study compared similarity-based learning (in which concepts are formed based on similarity among multiple examples) and explanation-based learning (in which general schema are acquired from a single example) in schema acquisition. Subjects, 16 undergraduates enrolled in introductory psychology courses at the University of Illinois and 4 paid subjects, participated in the first experiment; 30 students and 10 paid subjects participated in the second experiment; and 60 students participated in the third experiment. Subjects were asked in the first experiment to produce a general description of the schema, in the second experiment to generate another instance, and in the third experiment to answer yes or no questions about the schema. Results indicated that subjects could acquire a plan schema from a single example in knowledge-rich domains as predicted by the explanation-based approach. Results also indicated that subjects were not able to carry out explanation-based learning if they did not have sufficient domain knowledge and if the schema to be acquired was not structured by causal constraints. (Eight tables of data are included; 42 references are attached.) (RS)

ED 308 480 CS 009 706

*Paul, Richard; And Others*
Critical Thinking Handbook: 4th-6th Grades. A Guide for Remodelling Lesson Plans in Language Arts, Social Studies, & Science.
**Sonoma State Univ., Rohnert Park, CA. Center for Critical Thinking and Moral Critique.**
REPORT NO.- ISBN-0-944583-01-6
PUB DATE- 87
NOTE- 331p.; For handbooks for other grades, see CS 009 705-707.
AVAILABLE FROM- Center for Critical Thinking and Moral Critique, Sonoma State University, Rohnert Park, CA 94928 ($18.00 each; 10-19 copies, $16.00 each; 20-49 copies, $14.00 each; 50+ copies, $9.00 each).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; *Critical Thinking; Intermediate Grades; *Language Arts; Learning Strategies; Lesson Plans; *Science Instruction; *Social Studies; Teaching Methods
IDENTIFIERS- *Remodeling

This handbook, designed for teachers of fourth through sixth grades, has two objectives: (1) to make the concept of critical thinking and the principles that underlie it clear; and (2) to show how critical thinking can be taught in language arts, social studies, and science. The introduction explains and justifies lesson plan remodelling. The first chapter, "Global Critical Thinking Strategies," combines the objective of clarifying critical thinking and suggesting general teaching strategies. The second chapter, "How to Use This Book," begins the remodelling thrust of the approaches used, and describes some of the most common problems found when examining texts for the intermediate grades. The third chapter, "Strategies," clarifies the idea of critical thinking further, and discusses how it can be taught by introducing and explaining the 28 specific teaching strategies at the heart of the remodelling process. The rest of the book contains examples of the use of the remodelling process on lessons, lesson fragments, and units, extracted from the teacher's editions of textbooks. Original lesson plans for selected texts are appended. An annotated bibliography of videotapes and a listing of audiotapes are provided. (MS) specific teaching

ED 308 496 CS 211 772

*Davis, Wesley K.*
Strategies and Rhetorical Considerations in Freshman Writing.
PUB DATE- Dec 88
NOTE- 28p.; Paper presented at the Conference on the Freshman Year Experience (Columbia, SC, December 4-6, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- College English; *Freshman Composition; Higher Education; *Revision (Written Composition); Rhetorical Invention; *Writing Improvement; *Writing Research; Writing Skills
IDENTIFIERS- Recursive Thought; *Teacher Student Conferences; *Writing Conferences; Writing Strategies

To help remedy the problem of college freshmen being unable to explore the diversity of writing strategies expected of them, an extensive review of current research on the composing process was undertaken. Freshmen writers must realize that composing is often a messy, recursive process based on rhetorical awareness, out of which clear and correct prose evolves through revision. Through the messiness of recursion, revision and rhetoric, good writers constantly reexamine their developing drafts to redefine, elaborate, and test ideas and to anticipate the reader's response. English teachers can easily emphasize these composing strategies in one-on-one conferences so that their freshman students will review, rethink, and revise their ideas from the jumble they have created on paper. Then these students can leave the classroom or writing lab possessing the strategies and skills needed to face the diversity of academic discourse in college. (Thirty-seven references are attached.) (RS)

ED 308 559 CS 506 702

*Sarratore, Janet; Bell, Beverly W.*
Enhancing the Language Arts: Using Creative Dramatics.
PUB DATE- Jun 89
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Class Activities; *Creative Dramatics; Elementary Education; *Language Arts; Language Experience Approach; Motivation Techniques; Pantomime; *Pretend Play; Self Expression; Skill Development; Skits; Student Attitudes; Teaching Methods
IDENTIFIERS- Literary Response; Whole Language Approach

Creative dramatics can be used effectively by the elementary teacher to help motivate students to become involved in various language arts activities. Dramatic play, pantomime, story dramatization, imagination exercises, creative movement, improvisation, and other structured activities encourage students to relate new experiences to old. As they increase their range of associations to familiar words and objects, students confront genuine purposes for acquiring the skills of reading, writing, speaking and listening. (Ten practical applications of activities for teachers are provided.) (NH)

ED 308 573 EA 020 958

*Diem, Richard A.; And Others*
An Analysis of an Academic and Support Group Program for At-Risk Secondary Schools.
SPONS. AGENCY- Texas Education Agency, Austin.
PUB DATE- Mar 89
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
GRANT- 88681701-17
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Adolescents; *Curriculum Development; *High Risk Students; High Schools; *Inservice Teacher Education; Intervention; *School Districts; Student Attitudes
IDENTIFIERS- *Academic and Support Group Model

This paper analyzes the development of an Academic and Support Group Model in a large Southwestern school district. The program was implemented in order to profile at-risk adolescents by combining teacher inservice training and curriculum development. Based on certain acceptance criteria, 50 students from each of the district's five senior high schools were selected for participation in this project. Surveys were administered to determine student perceptions and self-reports of school problems and needs, parental relationships and support, and personal views. Results indicate that at-risk student needs and problems would make positive school performance difficult. Ordinary school intervention, such as tutoring and counseling, cannot adequately address these problems. The project also provided data showing parental cooperation is necessary if any at-risk program is to be effective. (13 references) (SI)

ED 308 619                                   EA 021 119

*Goodchild, Stanley; Holly, Peter*
Management for Change: The Garth Hill Experience.
REPORT NO.- ISBN-1-85000-473-0
PUB DATE- 89
NOTE- 285p.
AVAILABLE FROM- Falmer Press, Taylor and Francis, Inc., 242 Cherry Street, Philadelphia, PA 19106-1906 ($22.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Administrative Organization; *Change Strategies; *Educational Change; *Educational Development; *Educational Environment; Educational Planning; Foreign Countries; *Organizational Climate; Secondary Education
IDENTIFIERS- *England (London)

In two parts, this book focuses on change management as a constant challenge to organizational life, and it applies business organization and management theory to the educational enterprise. In part I, Stanley Goodchild discusses his role in the development of Garth Hill School, London, England, since 1982 and describes the internal mechanics of the school management change process. In part II, an indepth analysis of the issues arising from the Garth Hill School experience focuses on change as a product of (1) enterprising and effective leadership; (2) culture (shared values and norms) that encompasses and promotes the enterprise spirit; (3) a theoretical orientation to the management of change; (4) a challenging and interesting curriculum; and (5) community attitudes. (JAM)

ED 308 648 EC 220 512

*O'Loughlin, Michael; And Others*
Teaching General and Specific Study Strategies to Learning Disabled Adolescents: Lessons Ready for Validation. Technical Report #31.
**Columbia Univ., New York, N.Y. Teachers College.**
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 83
NOTE- 84p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Content Area Reading; *Learning Disabilities; Learning Strategies; Lesson Plans; Memorization; Metacognition; Secondary Education; *Study Habits; *Study Skills; Writing Instruction

The document presents the theoretical background and empirical research supporting lessons which teach study skills to adolescents, especially those with learning disabilities. A section presenting the psychological rationale for training study skills considers the nature of studying and its psychological demands, studying as an active process, metacognition, studying as a learning activity, research conclusions, and the study performance of learning disabled students. The next section looks at empirical work leading to development of the instructional materials. The third section focuses on four general study strategies and four specific strategies. General study strategies include organizing for study, checking concentration, finishing a study session, and review sessions. Specific strategies are concerned with memorization, questions and problems, writing assignments, and studying notes or books. The materials consist of a set of lesson scripts and a set of mnemonic cards for student use. Lesson scripts were designed in accordance with principles of direct instruction with each lesson covering the aim of the lesson, an overview, a rationale, instruction on the lesson content, examples, a summary, and supervised practice. (DB)

*Sitlington, Patricia L.; Easterday, Joseph R.*
Conducting a Labor Market Trend Analysis: Process and Results. Working Paper 85-3. COMPETE: Community-Based Model for Public-School Exit and Transition to Employment.
**Indiana Univ., Bloomington. Center for Innovation in Teaching the Handicapped.**
SPONS. AGENCY- Indiana State Dept. of Mental Health, Indianapolis.; Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- Nov 85
NOTE- 32p.; For related documents, see EC 220 524-535.
GRANT- G008430112
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Employment Opportunities; Evaluation Methods; Information Sources; *Labor Market; *Labor Needs; *Occupational Information; *Severe Disabilities; Trend Analysis
IDENTIFIERS- Indiana (Bartholomew County)

The purpose of Project COMPETE is to use previous research and exemplary practices to develop and validate a model and training sequence to assist retarded youth to make the transition from school to employment in the most competitive environment possible. This project working paper describes the process of using existing information sources to analyze the labor market trends within a given community, in order to determine the types of occupations which hold the most promise of employment for individuals with severe handicaps. The process begins with gathering relevant information from various sources which focus on: classification of occupations, labor market information in a particular state or geographical area, and labor market information for a local community. Once the information is compiled, summarized, and interpreted, a list of target occupations or occupational clusters can be generated, based upon the characteristics of the training population. Examples of specific information gathered through a labor market analysis of Bartholomew County (Indiana) are presented to illustrate the process. Appendices contain addresses of state occupational information coordinating committees and state employment security agencies, along with a sample grid of work experience/training sites by occupational area. (JDD)

ED 308 675 EC 220 548

*Bochner, Sandra; And Others*
Learning To Talk: A Program for Helping Language-Delayed Children Acquire Early Communication Skills.
**Macquarie Univ., North Ryde (Australia). Special Education Centre.**
REPORT NO.- ISBN-0-85837-609-1
PUB DATE- 88
NOTE- 116p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Books (010)
DESCRIPTORS- *Children; Class Activities; Communication Skills; Communicative Competence (Languages); *Developmental Stages; Evaluation Methods; Foreign Countries; Group Instruction; *Language Acquisition; *Language Handicaps; *Program Administration; Program Descriptions; *Program Development; Severe Disabilities
IDENTIFIERS- Macquarie University (Australia)

Guidelines for assessing the current language skills of a language-delayed child and increasing the child's level of communicative competence are provided, based on experience at the Environmental Language Intervention Project at Macquarie University's Special Education Centre in Australia. The program is organized around five sequentially ordered levels from looking, with an adult, at an interesting event to the more complex skill of asking and answering questions. Chapter 1 defines language and its stages of acquisition, and chapter 2 outlines the steps in organizing and setting up a language program. The kind of adult language facilitating children's language acquisition is outlined in chapter 3. The following five chapters describe procedures for assessing a child's current level of communication skill and for teaching new skills. The levels include: (1) prerequisites for talking; (2) performatives and protowords; (3) single words; (4) early sentences; and (5) ways of extending the meaning expressed by the child. Chapter 9 suggests ideas for implementing language training activities with groups, and chapter 10 explores some issues in the use of signs as a supplement to speech. The program is reviewed in chapter 11. Assessment and record forms are appended. (MSE)

ED 308 513 CS 211 915

*Bloom, Diane S.*
Conferencing: Assessing Growth and Change in Student's Writing.
**New Jersey State Dept. of Education, Trenton. Div. of General Academic Education.**
PUB DATE- Jun 86
NOTE- 89p.
AVAILABLE FROM- New Jersey State Department of Education, Distribution Services, 225 West State St., CN500, Trenton, NJ 08625 ($3.75 prepaid).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- High Schools; Intermediate Grades; Peer Teaching; *Teacher Student Relationship; Teaching Methods; *Writing Evaluation; Writing Exercises; *Writing Instruction; Writing Processes
IDENTIFIERS- New Jersey; *Teacher Student Conferences; Writing Assignments

This booklet presents three practical procedures for conferencing to help upper elementary and high school teachers evaluate students' language development while teaching students how to regulate and participate more fully in the process of writing. The booklet includes the following chapters: (1) "The Interaction of Thought and Language"; (2) "Assessing Student Progress in Writing within the Educational Setting"; (3) "Conferencing: Three Methods"; (4) "Conferencing with the Teacher"; (4) "Conferencing without the Teacher"; and (5) "Strategies for the Self and Peer Methods." Four appendixes contain supplementary information on assessment/evaluation; checklists/checkpoints; procedures; and coding. A four-page bibliography is also attached. (MS)

ED 308 544 CS 211 973

Ideas Plus: A Collection of Practical Teaching Ideas. Book Seven.
**National Council of Teachers of English, Urbana, Ill.**

REPORT NO.- ISBN-0-8141-22620
PUB DATE- 89
NOTE- 65p.; For Books One, Two, Three, Four, Five, and Six, see ED 239 301, ED 251 860, ED 263 561, ED 272 889, ED 284 292, and ED 297 345, respectively.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Creative Writing; Educational Games; Elementary Secondary Education; *English Instruction; *Language Arts; *Language Usage; *Learning Activities; *Literature Appreciation; Speech Skills; Student Motivation; Teaching Methods; Writing Exercises; Writing Improvement; *Writing Instruction; Writing Processes

Contributed by English teachers across the United States, the activities contained in this booklet are intended to promote the effective teaching of English and the language arts. Teaching strategies offered in the first section of the booklet are designed to stimulate language exploration by helping students learn to tell stories from pictures, see the personal significance in famous quotations, feel comfortable asking questions, suggest solutions to problems posed by classmates, and approach poetry through illustration, movement, and popular music. Activities in the second section are designed to stimulate an appreciation and understanding of literature. Specific activities in this section include a "living literature museum," a way to introduce irony, a lighthearted preholiday exercise focusing on literary characters, and assignments to supplement the study of "Dandelion Wine." Teaching ideas in the third section provide the means for students to learn writing from a variety of different angles and for different purposes through prewriting and writing, and include using writing for self-discovery, a descriptive-writing session based on real estate ads, an in-house field trip, a project in which students write brochures, a way for middle school students to pass their expertise on to incoming students, and a long-term assignment to read, evaluate, and respond to the work of a newspaper columnist. (SR)

ED 308 339 CE 052 724

*Sutley, Amy N.; And Others*

Enhancing Women's Access to the Skilled Trades.

PUB DATE- 27 Mar 89
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Vocational Education; Apprenticeships; Career Development; *Displaced Homemakers; Females; *Linking Agents; *Nontraditional Occupations; *One Parent Family; *Skilled Occupations
IDENTIFIERS- *Preapprenticeship Programs

This document consists of a description of the Apprenticeship Linkage Program, serving the greater Bloomington, Indiana, area, and a report of a qualitative research study of that program. The program, which was intended to prepare single parents and homemakers to become qualified applicants for apprenticeship training programs, consisted of 30 hours of classroom experience over an 11-week period. Phase I of the experience was devoted to individual assessment, career decision making, apprenticeship and skilled trade information, and discussions on issues women face working in a male environment. Phase II included actual vocational education classes. The program description provides information on the development of the program, including its four components (life skills, career development, vocational education, and preapprenticeship) that constitute the services and activities offered; formal recruitment efforts; efforts to forge linkages between participants and professionals and community services providers; program funding; and the advantages of focusing on community, not university, resources. The explanation of the research methodology of the qualitative study includes a list of the procedures implemented to ensure credibility of the case study. The results of the study appear in a section called Respondents' Constructions. The document concludes with short descriptions of the authors. (CML)

*Nevels, Vada G.*

Better Placement through Better Assessment. Vocational Assessment for Single Parents. Final Report.

**Pennyrile Vocational Education Region 2, Madisonville, KY.**

SPONS. AGENCY- Kentucky State Dept. of Education, Frankfort. Office of Vocational Education.
PUB DATE- 87
NOTE- 24p.
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Displaced Homemakers; Evaluation Methods; *Measures (Individuals); Models; Mothers; *One Parent Family; Postsecondary Education; Program Development; *Student Evaluation; *Student Placement; Vocational Aptitude; Vocational Education; *Vocational Evaluation
IDENTIFIERS- Carl D Perkins Vocational Education Act 1984

In compliance with Section 204 (C) of the Carl D. Perkins Vocational Education Act, the Pennyrile Vocational Education Region Two, in Madisonville, Kentucky, developed a formal assessment system to help single parents/displaced homemakers make a realistic choice of curriculum. During the project, assessment instruments were evaluated and purchased, an inservice workshop was provided for guidance counselors and educators from the region's feeder schools, the existing guidance services and area referral service agencies were coordinated with the assessment program, and an advisory committee was appointed to monitor the program. The project for the assessment center evolved into a model that could be modified to serve the needs of single parents/homemakers in most rural areas. (This report contains a synopsis of seven assessment instruments that were evaluated. Each synopsis lists instrument name, describes it, notes the time required to administer it and equipment needed, and the level for which the test is appropriate. Assessment instruments evaluated include the following: Oasis Aptitude and Interest Kits; IDEAS Test Manual and Booklets; "WRIOT" Picture Books and Manuals and Scranton answer documents and forms; Career Decisions Making System; Kuder Occupational Interest Survey; Strong Campbell Vocational Interest Blank; and System for Assessment and Group Evaluation.) (KC)

ED 308 368 CE 052 790

# Enroll Students in Your Co-op Program. Second Edition. Module J-3 of Category J--Coordination of Cooperative Education. Professional Teacher Education Module Series.

**Ohio State Univ., Columbus. Center on Education and Training for Employment.**
SPONS. AGENCY- Department of Education, Washington, DC.
REPORT NO.- ISBN-0-89606-260-0
PUB DATE- 89
NOTE- 85p.; For related documents, see ED 296 135-141 and CE 052 791.
AVAILABLE FROM- American Association for Vocational Instructional Materials, 120 Driftmier Engineering Center, University of Georgia, Athens, GA 30602.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Admission Criteria; Behavioral Objectives; *Competency Based Teacher Education; *Cooperative Education; *Enrollment; Higher Education; Individualized Instruction; *Instructor Coordinators; Job Skills; Learning Activities; Learning Modules; Secondary Education; Teacher Evaluation; Teaching Skills; Vocational Education; *Vocational Education Teachers

This module, one in a series of performance-based teacher education learning packages, focuses on a specific skill that vocational educators need to be effective teacher-coordinators in a cooperative vocational education program. The purpose of the module is to aid educators in promoting further student interest in the co-op program, helping students gather information about the program and about themselves to determine whether the co-op program fits their needs, and gathering data needed to determine whether a student meets program entry criteria. Introductory material provides terminal and enabling objectives, prerequisites, a list of resources, and general information. The main portion of the module includes four learning experiences based on the enabling objectives. Each learning experience presents activities with information sheets, samples, and self-checks. Optional activities are provided. Completion of these four learning experiences should lead to achievement of the terminal objective through the fifth and final learning experience, an actual teaching situation that provides for a teacher performance assessment by a resource person. An assessment form is included. (YLB)

ED 308 425 CG 021 747

*Butcher, James N.*
Cross-Cultural Psychological Assessment: Issues and Procedures for the Psychological Appraisal of Refugee Patients.

**Minnesota Univ., Minneapolis. Refugees Assistance Program - Mental Health Technical Assistance Center.**

SPONS. AGENCY- National Inst. of Mental Health (DHHS), Rockville, MD.
PUB DATE- 89
NOTE- 173p.
CONTRACT- NIMH-278-85-0024-(CH)
AVAILABLE FROM- Refugee Assistance Program--Mental Health Technical Assistance Center, University of Minnesota, Box 85, Mayo, Minneapolis, MN 55455.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reference Materials - General (130) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Cross Cultural Training; Cultural Background; *Cultural Differences; *Diagnostic Tests; Mental Health Clinics; *Psychological Evaluation; Psychological Needs; *Psychological Testing; *Refugees

This report addresses some of the problems and issues involved in psychological assessment of refugee clients in mental health programs and surveys the assessment procedures in current use. Part I discusses the problems and issues involved in the psychological assessment of ethnic minority and refugee clients, summarizes some of the background factors that influence the choice of assessment instruments for use with refugees, and highlights some limitations of cross-ethnic clinical assessment. Part II identifies some of the promising procedures listed in the index of psychological tests for cross-cultural assessment in the last section of the report. Part III provides a summary and conclusion along with recommendations for improving the quality of psychological assessment in refugee programs. Part IV comprises the Survey of Psychological Measurement Literature: Index of Psychological Tests for Cross Cultural Assessment, a survey of the available assessment procedures that provide clinical diagnostic information about refugee patients in mental health settings. (TE)

ED 308 497 CS 211 837

*Davidson, Phebe; Stephen, Naomi*
Reflexive Process and the Developing Writer.
PUB DATE- 89
NOTE- 29p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Audience Awareness; Case Studies; Discourse Analysis; Essays; Higher Education; Personal Narratives; *Revision (Written Composition); Writing Research
IDENTIFIERS- *Reflective Writing; Self Reference (Language); Writing Assignments; *Writing Development

Revision, based on a grasp of intertextuality (the relation of texts to one another and the writer's locus relative to her own text and the text of others) and the social nature of all discourse, is a larger process that can be observed in any single piece of writing. This larger conception of revision is a natural outgrowth of "reflexive" or "self-referential" writing--writing in which the writer is constantly defining herself or himself through the act of writing. By doing so, developing writers become aware of themselves and their own positions relative to the discourse community which they must join. A serial reading of texts (nine writing assignments) produced successively over the course of a semester by the same student illustrates this development. A significant repetitive pattern within these assignments is the emphasis on self-referentiality. The implicit pedagogical expectation is that she will perforce internalize the corollary texts and learn to manipulate the conventions at work in her own text, rather than remain subservient to them. The importance of reflexive techniques in personal narrative assignments is that even as the writer is asked to revise her experience in light of new contexts, she is also required to revise her vision of herself. Yet a shift from the narrative to exposition is crucial for a developing writer. An authorial self emerges, created through the reflexive process of revising not merely text but also the writer's position in the social and discourse communities. (MM)

ED 308 529 CS 211 947

*Sanders, Craig*
Reluctant Partners; How Eight Indiana Newspapers Use Attorneys in the Editorial Process.
PUB DATE- Aug 89
NOTE- 31p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (72nd,

Washington, DC, August 10-13, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Conflict Resolution; Court Litigation; *Lawyers; Legal Problems; *Newspapers; Publishing Industry; Questionnaires
IDENTIFIERS- Editorial Policy; Indiana; Journalism Research; *Libel

A study explores how and to what extent eight Indiana newspapers in six communities use attorneys in the editorial process and to resolve disputes. Editors who supervise the newsrooms of the eight papers were interviewed using a questionnaire composed of both closed and open-ended questions. Results indicated that newspapers in the larger communities consulted attorneys more frequently and about a wider range of legal issues, received more threats of lawsuits, were plaintiffs in lawsuits more often, and were more likely to believe their attorneys were sympathetic about press rights. Results also indicated that when faced with a potential legal dispute, all of the newspapers' first response was to attempt to handle the conflict without resorting to an attorney. (One figure is included; six tables of data and 46 notes are attached.) (RS)

ED 308 560                                   CS 506 704

*deSilva, Indrawansa*
American Television around the World: An Economic Analysis of "Media Imperialism."
PUB DATE- Aug 89
NOTE- 27p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (72nd, Washington, DC, August 10-13, 1989).
LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Economic Research; Mass Media Effects; *Models; Programing (Broadcast); *Television; Television Research; Theory Practice Relationship
IDENTIFIERS- Cultural Hegemony; Economic Influences; Economic Theory; Global Studies; *International Communication; Media Flow; Microeconomics; Profit Maximization

The global flow of telefilms has been one of the most debated issues in international communication in recent years. In an attempt to explain the process of global program flow, several theoretical frameworks have been developed, and the "media imperialism" thesis became the most prominent among them. The "media imperialism" thesis, however, did not succeed in explaining the issues concerned. The failure of this model is due to: (1) its failure to take into account the economics of the telefilm industry; (2) its failure to consider the "public good" nature of telefilms; and (3) its over-concentration on the end result of the flow of telefilms, i.e. the social effects, and not its economic causes. The global flow of telefilms can be more effectively explained using a sub-section of micro-economic theory called the Industrial Organization Model. Empirical evidence suggests that the market under review has been behaving in a manner best explained by micro-economic theory. (One table of data and 72 footnotes are attached.) (Author/MM)

ED 308 589 EA 021 077

*Eliason, Leslie C.*
School Reform between Rationality and Politics: Expertise and Experimentation as Strategies of Conflict Management in Sweden and the Federal Republic of Germany.
PUB DATE- Mar 89
NOTE- 47p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Change Strategies; *Conflict Resolution; *Educational Change; Educational Development; *Educational Improvement; Educational Policy; Elementary Secondary Education; Foreign Countries; *Politics of Education
IDENTIFIERS- *Sweden; *West Germany

This paper examined policy reform and conflict management in education. Specifically, the discussion focuses on expertise and experimentation as strategies of conflict management in Sweden and the Federal Republic of Germany. The course of events during the reform eras is traced. The fate of comparable policies under different political circumstances is discussed. A comparison of the two cases highlights both the possibilities and the limitations of including expertise and policy experimentation in educational reform processes. The Swedish and German experiences with the comprehensive school reforms provide empirical material used in the examination of the interplay between political forces and a rationalist orientation to decision-making, respectively. (53 references) (SI)

ED 308 604 EA 021 103

*Hess, Fritz*
A Study of the Selection of Superintendents of Schools in New York State: Overview of Results.
PUB DATE- Jul 88
NOTE- 59p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Administrator Characteristics; *Administrator Evaluation; *Administrator Qualifications; *Administrator Selection; Elementary Secondary Education; School Districts; *Superintendents
IDENTIFIERS- *New York

This document focuses on the factors surrounding the selection of superintendents of schools in New York State. Using responses from practicing superintendents, the structures and processes used to recruit these individuals are analyzed. Superintendents in 661 local school districts in New York State were surveyed in February 1988. Findings focused on the following variables: (1) background information concerning school districts; (2) background information concerning superintendents; (3) selection process for positions; (4) approaches to selection process; (5) attitudes toward selection process; (6) reasons for taking positions; and (7) other information. The data showed that approaches of individual districts vary according to levels of consultant participation. The superintendents said the major reason for accepting their current positions was the specific characteristics of the employing district. The pattern of responses to the survey demonstrated that participating superintendents felt strongly that the local board of education should play an active role in the selection of school executives. Information collected in the survey also indicated that boards of education should become more involved in the recruitment of superintendents of schools on a statewide basis. Thirty-three data tables are appended. (18 references). (SI)

ED 308 620 EA 021 120

*Mitsakos, Charles L.*
Mirrors for the Classroom: A Guide to Observation Techniques for Teachers and Supervisors.

PUB DATE- 86
NOTE- 47p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrators; Class Organization; *Classroom Environment; *Classroom Observation Techniques; *Classroom Techniques; *Educational Improvement; Elementary Secondary Education; *Teacher Behavior; Teaching Methods; *Time on Task

This guide is designed to present a variety of techniques that can be used in conducting classroom observations. Observation techniques are clustered under four major teaching/learning variables: time on task, teacher talk, classroom interaction, and organization and management. Techniques are presented with an overview that details the rationale for their use, tips on how to use the techniques during classroom observations, and suggestions on how to analyze the data gathered. In reviewing the nature of the students and objectives, teaching strategies, and proposed materials for a lesson during a preobservation conference, it is recommended that the teacher and supervisor select the observation technique(s) that the supervisor will employ to gather data during the formal classroom observation which will provide a mirror for the teacher. (20 references) (SI)

ED 308 635 EA 021 141

# Quality Criteria for High Schools: Planning, Implementing, Self-Study, and Program Quality Review.

**California State Dept. of Education, Sacramento. Office of School Improvement.**

REPORT NO.- ISBN-0-8011-0769-5
PUB DATE- 89
NOTE- 220p.; For related documents, see EA 021 142-143.
AVAILABLE FROM- Bureau of Publications, Sales Unit, California State Department of Education, P.O. Box 271, Sacramento, CA 95802-0271 ($4.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Educational Development; Educational Improvement; *Educational Quality; Educational Strategies; *High Schools; *Instructional Effectiveness; *Program Effectiveness; Program Implementation; Public Schools; *Secondary School Curriculum; *Teaching Methods
IDENTIFIERS- *California

This report is designed to assist members of a Program Quality Review (PQR) team in: (1) conducting a review of the effects of a high school's curriculum, instructional methodologies, and effectiveness strategies on the students; (2) guiding the development of an action plan; and (3) providing a model for the school's own self-study. The report has four parts. Part I describes how the quality criteria can be used for planning and implementation of school improvement initiatives at a school site. Part II is a guide to be used by schools in conducting a self-study. Part III describes the methodology and procedures of PQR, the application of the quality criteria to the school's curricular and instructional program, and the means by which suggestions in the Report of Findings might be developed. Part IV contains the criteria that consist of narrative statements portraying the central features of high quality, followed by a series of concrete descriptions indicative of each quality. A review team may consist of persons who are outside the district, as is the case in a formal PQR, or the team may be made up of school staff and parents who wish to conduct an informal self-study. (SI)

*Bettger, Gary R.*
Overview of State-Supported Incubator Programs: A 1988 Update.
**National Conference of State Legislatures, Denver, CO.**
PUB DATE- May 88
NOTE- 13p.; Update of a March 1987 publication by the same title.
AVAILABLE FROM- National Conference of State Legislatures, Book Order Department, 1050 17th Street, Suite 2100, Denver, CO 80265.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - Serials (022)
DESCRIPTORS- Financial Support; *Program Descriptions; *Small Businesses; *State Aid; *State Programs
IDENTIFIERS- *Business Incubators

This document consists of an explanation of business incubator programs, descriptions of such programs in the 14 states funding them, descriptions of activity in four other states that are considering funding similar programs, and the names and addresses of existing business incubator program contracts. (CML)

ED 308 297 CE 052 657

*Riccio, James; And Others*
GAIN: Early Implementation Experiences and Lessons. California's Greater Avenues for Independence Program.
**Manpower Demonstration Research Corp., New York, N.Y.**
SPONS. AGENCY- California State Dept. of Social Services, Sacramento.
PUB DATE- Apr 89
NOTE- 359p.; For a related document, see CE 052 658.
AVAILABLE FROM- Manpower Demonstration Research Corporation, Three Park Avenue, New York, NY 10016.
LANGUAGE- English
EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adult Basic Education; Compliance (Legal); *Employment Programs; High School Equivalency Programs; *Job Training; Program Development; Program Implementation; State Legislation; *State Programs; *Welfare Recipients; Welfare Services
IDENTIFIERS- *California; *Greater Avenues for Independence Program

California's Greater Avenues for Independence (GAIN) program requires that large numbers of welfare recipients receive job training and preparation for employment. A survey of the program analyzed early operations in 8 of the first 10 counties to implement it; data were gathered from program staff, case records, and field research of the first 16-24 months of operation. The survey found that the eight study counties were generally successful in developing the network of education and training services called for by the GAIN legislation. A program model was developed to provide basic education and/or job search assistance. The eight counties' programs have evolved in delivering services, managing the flow of registrants through the services, and obtaining compliance with the program's participation requirements. The systems are expanding to meet GAIN's demands. However, only about one-third of those eligible actually attended GAIN programs. The evaluation suggested immediate improvement in program marketing, participant tracking systems, money management, deferral policies, and basic education services. (Appendices provide supplementary tables, survey questions, and 18 references.) (KC)

ED 308 311 CE 052 679

*Lamorella, Rose Marie; Cummings, Christina H.*
Managing the Instructional Program: Installing a Writing Skills Curriculum in Adult Education. Resource Series for Teaching Writing to Adults.
**State Univ. of New York, Albany. Two Year Coll. Development Center.**
SPONS. AGENCY- New York State Education Dept., Albany. Bureau of Adult and Continuing Education Program Development.
PUB DATE- Jan 88
NOTE- 52p.; For a related document, see CE 052 680.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; Adult Literacy; *Adult Programs; Adult Students; *Classroom Techniques; Content Area Writing; Curriculum Development; *Diagnostic Teaching; Educational Resources; High School Equivalency Programs; Literacy Education; Spelling; Teaching Methods; Writing (Composition); *Writing Evaluation; Writing Exercises; Writing Improvement; *Writing Instruction; *Writing Skills

This document was developed as a resource for implementing the teaching of writing in adult education programs. Based on curriculum, assessment, diagnosis, prescription, instruction, evaluation, and classroom management. The program is presented in a 12-step systematic sequence. The steps are the following: (1) develop/customize/adopt a writing skills curriculum; (2) design a locator that can help the tester determine the student's status; (3) design assessment instruments that determine to what extent a student needs writing instruction; (4) provide initial information about writing skills to the student before diagnosing the student's writing strengths and weaknesses; (5) diagnose the student's writing; (6) prescribe materials and modes of instruction to meet the student's goals; (7) instruct students based on each student's prescription; (8) provide inservice workshops for teachers; (9) provide both formative and summative evaluation; (10) evaluate the program every six months; (11) devise a recordkeeping system; and (12) develop a classroom management plan. Samples are provided. Techniques for managing the diagnostic-prescriptive process and a brief bibliography conclude the document. (KC)

*Arellano, Sally*
Analysis of State Funding Alternatives for Vocational Education.
**Northern Arizona Univ., Flagstaff. Center for Vocational Education.**
SPONS. AGENCY- Arizona Occupational Research Coordinating Unit, Phoenix.
PUB DATE- Mar 84
NOTE- 47p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Community Colleges; Data Analysis; *Educational Equity (Finance); *Educational Finance; *Educational Planning; Federal Aid; Financial Policy; Postsecondary Education; Program Improvement; Revenue Sharing; School Funds; School Support; Secondary Education; *State Aid; State Federal Aid; State School District Relationship; *Statewide Planning; *Vocational Education
IDENTIFIERS- *Arizona

Vocational education funding strategies currently in use by each state were analyzed to provide insights into the strategies used by other states that might be useful in modifying Arizona's methods for funding vocational education. An extensive review of national studies concerning vocational education funding was conducted, and each of the states was surveyed to determine vocational education funding methods. The study revealed that no states were comparable to Arizona on many of the identified criteria. Several states were comparable to Arizona on four or five factors. However, each of these states was significantly different from Arizona on one or more other significant factors that would prohibit comparison. The study did not reveal any specific states that have developed methods for coordinating federal vocational funding with state basic support funding. Several states reported having both supplemental state appropriations as well as provisions in their basic state aid formulas for added vocational funding. There were no readily available solutions to vocational education funding that would meet the needs of Arizona. Communications with other state departments of education revealed that Arizona was not alone in its search for a more equitable funding approach for vocational education. (Appendices include a chart of state vocational education governance structures and delivery systems and information on the distribution of federal and state funds.) (KC)

ED 308 382 CE 052 807

*Golden, Lonnie; Danann, Sharon*

White Collar Displacement: Job Erosion in the Service Sector.

**9 to 5, National Association of Working Women, Cleveland, OH.**
PUB DATE- Feb 89
NOTE- 106p.
AVAILABLE FROM- 9to5, National Association of Working Women, 614 Superior Avenue, NW, Cleveland, OH 44113 ($13.00 members; $23.00 nonmembers).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adults; *Clerical Occupations; *Dislocated Workers; Employment Potential; Employment Practices; Job Layoff; Labor Legislation; Negotiation Agreements; *Office Automation; Office Occupations; Reduction in Force; *Retraining; *Skill Obsolescence; Structural Unemployment; *Technological Advancement

The National Commission for Employment Policy estimates that 19 million workers--17 percent of the work force--are in jobs directly threatened by office automation, and the consequences of the displacement of clerical workers due to increasing office computerization are as serious as those from manufacturing job loss. Between 1983 and 1988, almost half of displaced workers in the United States came from the service sector. Women, minorities, and older workers fare far worse than others. To prevent clerical dislocation and to mitigate turbulence from labor-saving technologies, the following policies must be adopted immediately: (1) a massive retraining effort targeting women clericals must be undertaken to upgrade workers for the relatively high-growth technical and professional positions; (2) private employers must retrain their current personnel rather than raise hiring standards and then hire externally for upgraded positions; (3) the federal law requiring early notification of impending layoffs must be extended to cover smaller companies or departments within companies; (4) union contracts must include job security clauses that guarantee employment over the life of a contract even in the face of automation and that guarantee replacements for significant numbers of positions now left vacant; and (5) the private and public sectors must fund more job retraining, worker upgrading, and adult education programs in conjunction with local education agencies. (247 references) (CML)

ED 308 397    CE 052 832

*Torry, Jane A.*
ITIP: An Investigation into the Perceived Usage of ITIP Training among Vocational Teachers and Staff.
PUB DATE- 89
NOTE- 90p.; Master's thesis, Ferris State University.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- *Inservice Teacher Education; *Instructional Effectiveness; *Instructional Improvement; *Methods Courses; Secondary Education; *Teaching Methods; Vocational Education; *Vocational Education Teachers
IDENTIFIERS- *Instructional Theory into Practice

This descriptive study of vocational teachers' classroom behavior and their students' achievement after the teachers took ITIP (Instructional Theory into Practice) training found the following: (1) vocational classroom teachers perceived some increase in their instructional skill in all areas, although the majority of respondents reported no change in the use of 26 skills; (2) student achievement, as perceived by teachers, increased in all areas, ranging from 17.2 percent to 60 percent; and (3) the higher the teacher's degree and the certificate held, the higher that teacher rated and perceived use of some skills. Questionnaire responses from 32 teachers, counselors, and administrators in Michigan's second largest school district were analyzed. In addition to the demographic information they provided, respondents used the questionnaires to rate the importance of, and their use of, 30 instructional skills they had learned to use during their ITIP training. The teachers reported an increase in their use of wait time, creating a level of concern, and creating an environment for success of the students. The majority of respondents reported that, after the teachers' training, their students more often had better answers to questions and responded to success, while the majority reported no change in 11 other measures of student achievement. (The document contains a 14-item reference list.) (CML)

ED 308 411 CE 052 851

*Pucel, David J.; Kaynes, Henry*

A Career and Professional Development Follow-Up of Experienced Postsecondary Vocational Teachers.

**Minnesota Univ., St. Paul. Minnesota Research and Development Center for Vocational Education.**
SPONS. AGENCY- Minnesota State Board of Vocational-Technical Education, St. Paul.; Minnesota State Dept. of Education, St. Paul.; Minnesota Univ., St. Paul. Dept. of Vocational and Technical Education.
PUB DATE- Jun 89
NOTE- 58p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Comparative Analysis; *Employment Patterns; Postsecondary Education; *Professional Development; Teacher Attitudes; *Teacher Employment; *Teacher Persistence; Technical Institutes; Vocational Education; *Vocational Education Teachers; Vocational Followup

A study gathered data about the career and professional development of experienced postsecondary vocational education instructors of the technical institutes (TIs) of Minnesota. Data were collected from 284 (of a sample of 394) subjects who had been employed for 8-12 years during the 1981 and 1982 school years and who would have had 13-17 years of experience as of the 1986 and 1987 school years, when the study was conducted, had they remained in service. Respondents were divided into those still employed and those not employed in the TIs. The group that stayed in vocational education was significantly younger when they entered the field than the group that left. The group that stayed rated both the work environment and the opportunity to work with students as significantly more important factors, when asked to rate which of 11 factors had originally attracted them to the field. Vocational field membership was significantly related to attrition from vocational education: proportionately more people in business and office and trade and industrial education remained in vocational education, whereas proportionately more in agricultural and health occupations education left. The two groups did not differ significantly in terms of gender, education upon entering vocational education, or roles occupied within vocational education. Experienced teachers took part in substantial amounts of professional development during the 5-year period of the study. (A 57-item bibliography and the questionnaire are included.) (YLB)

ED 308 438 CG 021 763

*Garcia-Peltoniemi, Rosa E.*
Psychopathology in Refugees.
**Minnesota Univ., Minneapolis. Refugees Assistance Program - Mental Health Technical Assistance Center.**
SPONS. AGENCY- National Inst. of Mental Health (DHHS), Rockville, MD.
PUB DATE- Oct 87
NOTE- 60p.
CONTRACT- NIMH-278-85-0024-CH
AVAILABLE FROM- Refugee Assistance Program--Mental Health Technical Assistance Center, University of Minnesota, Box 85, Mayo, Minneapolis, MN 55455.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Clinical Diagnosis; Cultural Context; Depression (Psychology); *Mental Disorders; *Mental Health; Mental Retardation; *Migration; Models; Neurological Impairments; Paranoid Behavior; Personality Problems; Psychological Needs; *Psychopathology; Psychophysiology; Psychosis; Psychotherapy; *Refugees; Schizophrenia; Surveys
IDENTIFIERS- Refugee Assistance; *Refugee Mental Health

Refugees, like most other migrants, are at increased risk for various forms of psychopathology. This paper documents the relationship between refugee migration and psychopathology by reviewing pertinent epidemiological, clinical, and survey studies from the refugee literature. The picture that emerges shows consistently increased levels of serious psychopathology (both psychotic and non-psychotic) and high symptom levels across widely different refugee groups. A number of symptoms, syndromes, and disorders that occur with greater frequency among refugees are discussed and summarized. These include depressive syndromes or affective disorders, paranoid syndromes, schizophrenic disorders or brief reactive psychoses, organic brain syndromes such as mental retardation and learning disorders, somatic or psychophysiological disorders, anxiety and post-traumatic stress disorders, substance abuse, antisocial personality or conduct disorder, and other conditions, including "culture bound" disorders. References are included. (Author/TE)

ED 308 452 CG 021 794

# The Transition to Middle School: Longitudinal Trends and Sex Differences in Student Role Strains.

PUB DATE- 28 Mar 89
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989). For related document, see CG 021 793.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; *Grade 5; Intermediate Grades; Longitudinal Studies; *Middle Schools; Preadolescents; *Sex Differences; *Stress Variables

This longitudinal study responds to a need for new perspectives and research tools for studying school transition stress by identifying changes in student role strains and assessing sex differences in these changes during the transition from elementary school to a middle school for grades six through eight. Subjects included 120 fifth-grade students who attended one of two elementary schools which fed into the same middle school in a small city school district. The Early Adolescent School Role Strain Inventory was administered as a part of the larger Middle School Transition Study Questionnaire. Results indicated that: (1) students did not experience more strain in the team-taught middle school program as compared to elementary school; (2) boys endorsed more strains in elementary school than did girls but were not more bothered by the strains; and (3) boys exhibited relatively greater declines in the number and magnitude of strains during the transition to middle school than did girls. Although results are not generalizable to different school and community contexts, the role strain approach promises to be a useful tool for identifying strains that may affect early adolescents' adjustment to school and school transitions. (Author/ABL)

ED 308 466 CS 009 679

*Popwell, Emma Pace*

The Effects of Classroom Placement on the Reading Achievement of Preschool Nonattenders in Kindergarten and First Grade.

PUB DATE- Apr 88
NOTE- 37p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Educational Research; Grade 1; Grouping (Instructional Purposes); Kindergarten; Prereading Experience; Primary Education; Principals; *Reading Achievement; Reading Readiness; School Readiness; School Surveys; *Student Placement
IDENTIFIERS- California Achievement Tests; Developmental Indicators Assessment Learning

A study examined the kindergarten placement decisions of elementary school principals and the extent to which the grouping patterns persisted into the first grade. Subjects, 555 nonpreschool attenders who were enrolled in kindergarten at 22 elementary schools, were randomly selected from each strata of low, medium, and high student eligibility for the subsidized school lunch program. The children were tested for reading readiness, mastery of basal reading skills, and reading achievement on a standardized norm-referenced test. The principals of the schools were interviewed concerning the methods used to assign new kindergarten students to classrooms. Results indicated that the criteria for initial assignment of new kindergarten pupils to classrooms were more related to organizational or managerial functions of resource allocation rather than to a systematic use of data to accommodate the broad range of pupils' out-of-school learning experiences. Results also indicated that the factors which contributed to the variability in reading achievement in kindergarten were, in order of importance: (1) successful completion of the prereading program; (2) initial readiness to begin the formal prereading program; (3) classroom composition in which the preschool nonattenders comprised the minority or equal proportion; and (4) the socio-economic status of the school. (Eight tables of data are included; the principal survey is attached.) (RS)

ED 308 481 CS 009 707

*Paul, Richard; And Others*
Critical Thinking Handbook: 6th-9th Grades. A Guide for Remodelling Lesson Plans in Language Arts, Social Studies, & Science.
**Sonoma State Univ., Rohnert Park, CA. Center for Critical Thinking and Moral Critique.**
REPORT NO.- ISBN-0-944583-02-4
PUB DATE- 89
NOTE- 328p.; For handbooks for other grades, see CS 009 705-706.
AVAILABLE FROM- Center for Critical Thinking and Moral Critique, Sonoma State University, Rohnert Park, CA 94928 ($18.00 each; 10-19 copies, $16.00 each; 20-49 copies, $14.00 each; 50+ copies, $9.00 each).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; *Critical Thinking; Grade 6; Junior High Schools; *Language Arts; Learning Strategies; Lesson Plans; *Science Instruction; *Social Studies; Teaching Methods
IDENTIFIERS- *Remodeling

This handbook designed for teachers of sixth through ninth grades, has two objectives: (1) to make the concept of critical thinking and the principles that underlie it clear; and (2) to show how critical thinking can be taught in language arts, social studies, and science. The introduction presents the reader with the concepts of critical thinking and education for critical thinking and makes recommendations for using this handbook. The second chapter, "Remodelling: A Foundation for Staff Development," explains and justifies the lesson plan remodelling approach and describes its use in staff development. Chapter 3, "Global Critical Thinking Strategies," combines the objectives of clarifying critical thinking and suggesting general teaching strategies. Chapter 4, "Thinking Critically about Teaching: From Didactic to Critical Teaching," contrasts standard approaches to education with a critical theory of education and describes some of the most common problems found in sixth through ninth grade texts. Chapter 5, "Strategies," clarifies the idea of critical thinking further and suggests how it can be taught by introducing and explaining 35 specific teaching strategies that are at the heart of the remodelling process. The next sections contain examples of the use of the remodelling process on standard lessons, lesson fragments, and units. The final section describes some additional resources for critical thinking staff development. An annotated list of videotapes and a listing of audiotapes are appended. (MS)

ED 308 574 EA 021 013

*Davies, Don*
Poor Parents, Teachers, and the Schools: Comments about Practice, Policy, and Research.
PUB DATE- Mar 89
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Relations; *Economically Disadvantaged; Elementary Education; *Low Income Groups; *Parent Participation; Social Stratification; *Urban Schools
IDENTIFIERS- Massachusetts (Boston); New York (New York)

Research has shown that family and community involvement in education is linked to healthy child development and to children's academic and social success in school. Family participation can also enhance adult personal development and empowerment, aid community problem-solving through collaboration, and advance the prospects for a more democratic and equitable society. Despite all these benefits, many American public schools (including most surban schools) allow social class barriers to inhibit good relationships with the families and communities they serve. Both U.S. and Western European educators are aware that improved connections are needed to reduce the high levels of academic and social failure among poor urban children. This paper describes a Schools Reaching Out project at two elementary schools in Boston and New York City that attempts to address these problems. Based on the research of James Comer, Joyce Epstein, Vire Bronfenbrenner, Paul Seeley, and the author's previous studies in Boston, Portugal, and Liverpool, the project: has established a parent center in each school, features activities to increase the family's "cultural capital," stresses parent involvement in decision-making at school, and fosters teacher-generated guidance and materials for home instruction by parents. Various concerns about attitudes and organizational change realities are addressed, and a research agenda focused on success for all children, teacher development, and community-parent contributions to school change is outlined. (MLH)

ED 308 649 EC 220 513

*Edgar, Susan E.; Shepherd, Margaret Jo*
The Use of Advance Organizers To Aid Learning and Recall. Technical Report #34.
**Columbia Univ., New York, N.Y. Teachers College.**
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 83
NOTE- 40p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Advance Organizers; *Disabilities; *Educational Methods; Elementary Secondary Education; *Instructional Effectiveness; *Learning Disabilities; Research and Development; *Theory Practice Relationship

The review describes the advance organizer technique and reviews the empirical evidence on the effectiveness of advance organizers with both normal students and students classified as handicapped. Examples of advance organizers include the expository advance organizer, the comparative advance organizer, the graphic advance organizer, and principles as advance organizers. The review concludes that analysis of well-designed studies offers tentative support for the advance organizer technique if the material to be learned is not well-organized to begin with and if students have limited prior knowledge of the subject. The lack of research using advance organizers with students with disabilities is noted. Suggestions are then offered for use of the technique with learning disabled students; suggestions include understanding the distinction between advance organizers and overviews, not using them if the material is already well organized, the greater usefulness of advance organizers when material is presented verbally, and the value of writing the organizer on the blackboard if used with a verbal presentation. It is suggested that advance organizers may help learning disabled students learn to organize information for themselves. (Author/DB)

ED 308 676 EC 220 549

*Center, Yola; And Others*
The Integration of Children with Disabilities into Regular Classes (Mainstreaming): A Naturalistic Study. Stage 1 Report.
**Macquarie Univ., North Ryde (Australia).**
SPONS. AGENCY- New South Wales Dept. of Education, Sydney (Australia).
PUB DATE- Feb 88
NOTE- 81p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Ancillary School Services; Case Studies; *Classroom Environment; *Disabilities; *Educational Environment; Elementary Education; Foreign Countries; *Mainstreaming; Parent Attitudes; *Program Effectiveness; School Role; *Student Characteristics; Teacher Attitudes
IDENTIFIERS- Australia (New South Wales)

The first phase of a study of the effectiveness of mainstreaming of children with disabilities in the schools of New South Wales, Australia, is reported. This portion of the study involved intensive observations of small numbers of children (N=43) in all disability groups (mental, physical, sensory, emotional/behavioral, and language disabilities) in metropolitan and county elementary schools. The objective of this phase was to establish and try methodological procedures. The overall study's objectives are to provide basic data, by case study, about the quality of the educational and social experiences of these populations and to determine factors relevant to child, classroom, and school associated with successful academic, social, and physical integration. Child factors examined include demographic characteristics, disability type, scholastic achievement, personal/social adjustment, cognitive level, extracurricular activities, and parental attitudes to and degree of support for integration. Classroom factors include teacher's instructional style, instructional appropriateness, time management, attitudes toward integration, average time on task for the class, and classroom climate. School factors include use of support services, school ethos, type of school organization, and staff attitudes toward integration. Conclusions of this phase and several case study reports are included. (MSE)

ED 308 283 CE 052 519

*Price, M. Gayle*
An Evaluation of the Expanded Food and Nutrition Education Program in Kansas.
PUB DATE- May 89
NOTE- 48p.; Master's thesis, Pittsburg State University.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Education; *Eating Habits; Extension Education; Federal Programs; Hunger; *Nutrition; *Nutrition Instruction; Poverty; *Program Effectiveness; Program Evaluation; *Program Validation
IDENTIFIERS- *Food Consumption; Kansas

A study of the Kansas Cooperative Extension's Expanded Food and Nutrition Education Program (EFNEP) was intended to determine the effectiveness of instruction provided by this federally funded program. The program endeavors to benefit low income families by improving participants' food and nutrition practices, behaviors, and food consumption patterns. Only 5.5 percent of the 115 subjects (selected by proportional random sampling and typical of EFNEP participants nationwide) ate the recommended number of servings from the four basic food groups before receiving the instruction, but 22.1 percent of them did so after the instruction. Participants' scores improved an average of 12.2 percent in desirable food and nutrition practices and behaviors after instruction. The 12 lessons of instruction were provided by nutritional assistants, who used one-to-one or small group techniques. The following recommendations were made: (1) repeat the study, using a control group and striving for increased consistency with which data are collected and (2) study the influence of educational level on homemakers' ability to improve as a result of participation in EFNEP. (The document includes a 10-item bibliography and data collection instruments called the Expanded Food and Nutrition Education Program Family Record; the Homemaker Food Consumption 24-Hour Food Recall; and the Food and Nutrition Practice Checklist.) (CML)

ED 308 514 CS 211 916

Recommended Readings in Literature, Annotated Edition: Kindergarten through Grade Eight.
**California State Dept. of Education, Sacramento.**
REPORT NO.- ISBN-0-8011-0745-8
PUB DATE- 88
NOTE- 141p.; For unannotated edition, see ED 278 036.
AVAILABLE FROM- Bureau of Publications Sales, California State Department of Education, P.O. Box 271, Sacramento, CA 95802-0271 ($4.50, plus sales tax for California residents).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - Bibliographies (131)
DESCRIPTORS- *Adolescent Literature; Annotated Bibliographies; *Childrens Literature; Elementary Education; Fiction; Grade 7; Grade 8; Instructional Materials; Literary Genres; *Literature Appreciation; Nonfiction; Poetry; *Reading Material Selection; Recreational Reading
IDENTIFIERS- California; Reading Motivation

This book, compiled by teachers, administrators, curriculum planners, and librarians located throughout California, is meant to (1) encourage students to read and to view reading as a worthwhile activity; (2) help local curriculum planners select books for their reading programs; and (3) stimulate educators at the local level to evaluate their literature programs and change or improve them if necessary. The book contains 1,010 titles that represent classical as well as contemporary works of fiction, nonfiction, poetry, and drama. The book is divided into three sections: "Core and Extended Materials," "Recreational and Motivational Materials," and "Materials for Students in Grades Seven and Eight." (MS)

ED 308 545 CS 211 974

*McGrath, Patrick*
The International Knowledge of Beginning Journalism Students.

PUB DATE- Aug 89
NOTE- 58p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (72nd, Washington, DC, August 10-13, 1989). Project supported by a grant from the Kaltenborn Foundation.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Students; Cultural Awareness; Higher Education; International Education; *Journalism Education; *Knowledge Level; *Mass Media Use; Prior Learning; Surveys; *World Affairs

A study examined the international knowledge of beginning journalism students. Subjects, 220 beginning newswriting students from five schools and departments of journalism at large, state-run universities across the United States, were given a questionnaire adapted from another source which asked students questions on global issues and their use of mass media. Results indicated that: (1) the level of international knowledge was lower than that recorded in 1980 by the survey instrument on which the current research was based; (2) news editorial students scored significantly better than any other group; (3) those who relied on print sources for news scored better than those who relied on broadcast sources; (4) students who read the newspaper frequently scored better than those who read the paper less frequently; and (5) higher levels of international activities did not lead to higher scores. (Two tables of data are included; two additional tables of data, 25 references, and the survey instrument are attached.) (RS)

ED 308 663 EC 220 527

*Easterday, Joseph R.; Sitlington, Patricia L.*
Conducting an Analysis of Community Work Environments Relative to the Employment of the Severely Handicapped. Working Paper 85-4. COMPETE: Community-Based Model for Public-School Exit and Transition to Employment.
**Indiana Univ., Bloomington. Center for Innovation in Teaching the Handicapped.**
SPONS. AGENCY- Indiana State Dept. of Mental Health, Indianapolis.; Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- Nov 85
NOTE- 29p.; For related documents, see EC 220 524-535.
GRANT- G008430112
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Employment Opportunities; *Evaluation Methods; High Schools; Job Analysis; *Labor Market; *Occupational Surveys; *Severe Disabilities; Transitional Programs; Trend Analysis; Work Environment; Youth Employment

The purpose of Project COMPETE is to use previous research and exemplary practices to develop and validate a model and training sequence to assist retarded youth to make the transition from school to employment in the most competitive environment possible. Described in this project working paper is a system of analyzing community work environments to provide a profile of employment opportunities crucial to the initial and continued competitive employment success of youths with severe handicaps. The employment survey sequence includes the following activities: (1) a general economic and labor market trend analysis of the selected community; (2) direct employer screening and interviewing; (3) an intermediate job analysis of possible jobs; and (4) a critical functions analysis of a targeted job. The employment survey sequence begins at a whole community level and then systematically narrows its focus to single jobs within specific work environments. The system components are intended to be part of a dynamic and ongoing assessment and support process that does not end after the placement of client. Appendices contain an employer contact sheet, employer interview form, intermediate job analysis form, and critical function profile. (JDD)

ED 308 354 CE 052 757

Male Single Parent/Homemaker Activity. Final Report.
**Northern Kentucky Univ., Highland Heights.**
SPONS. AGENCY- Kentucky State Dept. of Education, Frankfort. Office of Vocational Education.
PUB DATE- 30 Jun 87
NOTE- 31p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Child Custody; College Role; *Divorce; *Fathers; *Motherless Family; *Parent Attitudes; Postsecondary Education; Program Development
IDENTIFIERS- Kentucky (Northern)

A study was conducted to identify some unique needs of male single parents who are raising their children alone. Information on the problems of single fathers was gathered through a literature review and by surveying and interviewing male single parents in an area in northern Kentucky near Cincinnati, Ohio. Following a review of literature, questionnaires were sent to 125 male single parents in the northern Kentucky-Ohio region, with usable responses received from 30 persons. Further data was collected through interviews with 10 of the respondents. The men ranged from 22 to 48 years old, with an average age of 37. The average length of their marriage had been 10 years. The group as a whole had a high educational level, with 12 having college degrees and only 1 with less than a high school education. They also had higher than average earnings. The study found that the fathers were generally satisfied with their roles as single parents, but found some of society's expectations of fathers unrealistic. The fathers believed they could do as good a job of rearing children and caring for a home as a woman, and in most cases rated themselves as better parents than their ex-wives. They did express some problems with arranging a social life while parenting and with expressing feelings. The study concluded that the Displaced Homemaker Program at Northern Kentucky University could include a male component. The program would not need to provide job training for single fathers, but could supply information on parenting and legal rights and a place for single fathers to meet others in similar situations. (KC)

ED 308 530 CS 211 948

*Spencer, Carrie*
Evolution Reporting in 1925: How the Audience Determined Coverage.
PUB DATE- Aug 89
NOTE- 23p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (72nd, Washington, DC, August 10-13, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Audience Awareness; Creationism; *Evolution; *Journalism History; Media Research; *News Reporting; Periodicals; *Press Opinion; Science and Society; Scientific Attitudes
IDENTIFIERS- *Science Writing; *Scopes Trial

General interest, scientific, and religious periodicals responded to the theory of evolution in 1925 with the same opinions but slanted their coverage to appeal to different readerships. "Scientific American" and "Current History" differed only stylistically in their coverage of the "Australopithecus africanus" discovery. Articles and editorials in the three types of periodicals defended evolutionary theory and freedom of rational thought from fundamentalist opposition in the months prior to and during the Scopes trial, but the non-scientific magazines did not expand their coverage to challenge their readers to explore evolution on their own. (Thirty-two notes are included, and a 15-item bibliography is attached.) (Author/RS)

ED 308 561 CS 506 707

*Lee, Hye-ryeon*
Media Credibility and the Spiral of Silence.
PUB DATE- Aug 89
NOTE- 37p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (72nd, Washington, DC, August 10-13, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Conflict Resolution; *Credibility; Critical Thinking; *Decision Making; Factor Analysis; Foreign Countries; Interpersonal Communication; Interviews; *Mass Media Effects; *Mass Media Role; Media Research; *Public Opinion; Social Influences
IDENTIFIERS- Foreign News; Media Appraisal; *South Korea

The Spiral of Silence theory (Elisabeth Noelle-Neumann, 1973) suggests that highly consonant media content has a strong impact upon individuals' perception of the opinion climate as well as upon their opinion expression. Noting that the theory lacks empirical investigation, a study took advantage of a controlled media system in Cheongju, South Korea to examine the theory. Personal interviews of a cross-sectional sample of 287 adults were conducted covering a wide range of topics: interpersonal communication and mass media use, opinions, perceptions of opinion distribution on two social issues, and various demographic questions. Findings suggest that the consonance of media content and the influence of the mass media upon pubic opinion may have a curvilinear relationship. That is, as the degree of perceived consonance of media content increases, the media influence upon an individual's perception increases to a certain degree; however, if the degree of consonance exceeds the limit and if individuals notice a high amount of consonance, the influence of mass media on perception may become minimal again. (Six tables of data are included, and 34 references are attached.) (NH)

ED 308 590 EA 021 078

New Roles for Teachers--Can They Improve Retention in the Teaching Profession? With Coordinating Board Recommendations.

**Minnesota Higher Education Coordinating Board, St. Paul.**

SPONS. AGENCY- National Conference of State Legislatures, Denver, CO.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 15 Jan 87
NOTE- 70p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Administrator Role; Career Development; Elementary Secondary Education; Instructional Effectiveness; Loan Repayment; Occupational Surveys; *Principals; School Law; *Teacher Attitudes; *Teacher Role; *Teaching (Occupation); *Teaching Methods
IDENTIFIERS- *Minnesota

This paper describes survey results on the attitudes of Minnesota teachers toward their careers in general as well as data on the attitudes of teachers and principals toward alternative teaching roles being discussed nationally. This report also reviews survey data on the attitudes of teachers and principals toward the value and implementation of the career teaching role and analyzes the potential of a loan forgiveness program for career teachers as a strategy to improve student learning and the attractiveness of teaching careers. Based on survey results, a majority of Minnesota teachers believe that another teaching or administrator role in education could provide more satisfaction than their current teaching jobs. No one alternative teaching role emerged as a clear favorite of teachers. Based on the study, it was recommended that the state not establish a loan forgiveness program for career teachers under the Minnesota Improved Learning Law. (SI)

ED 308 605 EA 021 104

*Hess, Fritz*
A Comparison of Processes Used in the Selection of Superintendents of Schools in New York State.
PUB DATE- Dec 88
NOTE- 37p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Characteristics; *Administrator Evaluation; *Administrator Qualifications; *Administrator Selection; Elementary Secondary Education; School Districts; *Superintendents
IDENTIFIERS- *New York

This paper evaluates the superintendent selection processes in over 500 local school districts in New York State. A survey of practicing superintendents, identified the following processes that school districts use to recruit their superintendents: board of education review only; assistance of university placement services; involvement of district superintendents; use of private consultants; and other approaches. Data produced by the study compared the types of districts, the components of the selection process, approaches of successful candidates to selection process, selection processes preferred by successful candidates, and the characteristics of successful candidates. The result of the study identified similarities and differences among these approaches. Twelve data tables are appended. (6 references) (SI)

*Ruby, Alan; Simons, Fran*

Indicators on Enrollment, Educational Career Paths and School Leavers at Different Stages of the Educational System: Existing Instruments, Methodological Problems, Reasons and Prospects for International Cooperation.

PUB DATE- Mar 89

NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- *Career Development; *Dropouts; *Educational Policy;

*Enrollment Influences; Foreign Countries; Higher Education; *International Cooperation; *School Holding Power; Secondary Education

IDENTIFIERS- Corporation for Economic and Industrial Research; *OECD CERI International Indicators Project; Organisation for Economic Cooperation Development

This paper discusses the three phases of the recent and future work of the Network groups--Network 1--of the OECD/CERI International Indicators Project. Essentially, Network 1's responsibility is to develop and test "participation" indicators on enrollments, educational career paths, and school leavers at different stages of the member countries' educational systems for the ultimate purposes of improving retention in secondary and higher education, enhancing student completion of programs that fit the requisites of the high technology job market, ensuring equality of educational outcomes, and informing governments regarding the educational policy and management of vocational instruction. Specifically, Network 1 offered preliminary assessments of the policy areas where participation indicators have been or could be of assistance; reviewed the education systems and the data collections of each country; and developed indicator definitions and research methodologies for the indicators. The paper concludes that the Network's overriding interest is to develop participation indicators that are relevant to policy interests and that have sufficient reliability and depth so that they can be used, with confidence, to inform policy decisions. This common interest makes a strong statement about the social and economic pressures on governments around the world to improve their educational systems in terms of access, outcomes, and effectiveness. (JAM)

ED 308 298 CE 052 658

*Martinson, Karin; Riccio, James*
GAIN: Child Care in a Welfare Employment Initiative. California's Greater Avenues for Independence Program.
**Manpower Demonstration Research Corp., New York, N.Y.**
SPONS. AGENCY- California State Dept. of Social Services, Sacramento.
PUB DATE- May 89
NOTE- 146p.; For a related document, see CE 052 657.
AVAILABLE FROM- Manpower Demonstration Research Corporation, Three Park Avenue, New York, NY 10016.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; Compliance (Legal); *Day Care; Employment Programs; High School Equivalency Programs; *Job Training; *Participant Satisfaction; Program Development; Program Implementation; State Legislation; *State Programs; *Welfare Recipients; Welfare Services
IDENTIFIERS- *California; *Greater Avenues for Independence Program

California's Greater Avenues for Independence (GAIN) program requires that large numbers of welfare recipients receive job training and preparation for employment. Another component of the program addresses the child care needs of program participants. A survey of 626 single-parent program registrants in the first eight counties in which the program was implemented was conducted to determine the effectiveness of the child care program. The study found that: (1) approximately 10 percent of all mandatory registrants and 39 percent of all volunteers used GAIN-funded child care while in the program; (2) approximately 2 percent of the mandatory participants and 5 percent of the volunteers used GAIN-funded transitional child care while in initial stages of employment; (3) a majority of the respondents knew about the GAIN-funded child care; (4) more than half of GAIN participants said their youngest child was in school when they participated; and (5) although some respondents had child care problems, a large majority rated the arrangements very dependable. The study noted that the GAIN child care component is still evolving and will be changing in the future. (The document includes numerous data tables, the survey questions, and methodology.) (KC)

ED 308 312                                   CE 052 680

Curriculum Outline for Teaching Writing to Adults: Intended Learning
  Outcomes, Strategies, Suggestions and Resources. Resource Series
  for Teaching Writing to Adults.
**State Univ. of New York, Albany. Two Year Coll. Development Center.**
SPONS. AGENCY- New York State Education Dept., Albany. Bureau of
  Adult and Continuing Education Program Development.
PUB DATE- Jan 88
NOTE- 58p.; For a related document, see CE 052 679.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom
  Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adult Basic Education; Adult Literacy; Adult Programs;
  Adult Students; Classroom Techniques; Content Area Writing;
  *Curriculum Development; Educational Resources; *High School
  Equivalency Programs; Learning Activities; Literacy Education;
  Program Development; Spelling; Writing Exercises; Writing
  Improvement; *Writing Instruction; *Writing Skills
IDENTIFIERS- *General Educational Development Tests

This document was developed as a resource for teacher trainers and adult educators who are teaching writing to adults. It has been designed to provide suggested intended learning outcomes, instructional strategies, and resources in an easy-to-use format. Most of the document is a chart that lists 10 intended learning outcomes, with parallel columns of strategies and suggestions for teaching writing to adult basic education and high school equivalency students. Recommended resources are also listed. The intended learning outcomes are derived from two principles: (1) they reflect the research that supports the teaching of writing as a process that begins with thinking and planning, progresses to writing a first draft, continues to revising, and concludes by preparing a final draft; and (2) they are directly related to the criteria of effective writing by which the General Educational Development writing sample is evaluated. Appendixes provide samples, checklists, forms, and a 58-item bibliography. (KC)

ED 308 326 CE 052 705

*Schmidt, Czeslaw T.*
Articulation of Vocational Education Programs in Arizona.
**Northern Arizona Univ., Flagstaff. Center for Vocational Education.**
SPONS. AGENCY- Arizona Occupational Research Coordinating Unit, Phoenix.
PUB DATE- Mar 84
NOTE- 27p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Articulation (Education); College School Cooperation; Community Colleges; Definitions; *Educational Improvement; Educational Mobility; *Educational Planning; Educational Research; Postsecondary Education; Program Content; Secondary Education; *Vocational Education
IDENTIFIERS- *Arizona

A study of articulation of vocational education programs in Arizona was conducted to provide a framework by which a more effective system of vocational training could be established. It began by defining articulation. The literature reviewed in this part of the study provided models as well as alternative definitions of articulation. Based on the definition, current articulation activities were identified by reviewing the county plans and by interviewing the community college occupational deans. Three major findings became apparent. First, some articulation was taking place between the secondary and postsecondary levels of vocational education. These activities were expected to expand and improve in the immediate future. Second, vocational education providers sensed a need to design articulated programs because of legislative emphasis, limited funding, and reduction in vocational education enrollments. Third, a model for articulation was needed by vocational educators, since no statewide plan for articulation existed currently. Changes in a variety of conditions in Arizona were recommended to further the development of articulated vocational education programs, including changes in the funding pattern, certification requirements, state statutes, and development of incentives for articulation. (Eleven references and the interview guide are appended.) (YLB)

ED 308 340 CE 052 725

*Stickel, Sue A.; Bonett, Rhonda M.*
Sex Differences in Career Self-Efficacy.
PUB DATE- Mar 89

NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Attitudes; *Career Choice; Career Planning; Higher Education; *Nontraditional Occupations; *Self Efficacy; *Sex Differences
IDENTIFIERS- Career Attitude Survey

The results of a study of the self-efficacy of 59 male and 71 female students, at a midsized western university, using a psychometric assessment instrument called the Career Attitude Survey (CAS) developed for the study, may be summarized as follows: (1) females but not males exhibited greater self-efficacy for traditional female occupations than nontraditional occupations; (2) females were more confident that they could combine home/family responsibilities with a traditional career than with a nontraditional career, whereas males showed no differences in confidence in their ability to combine family responsibilities with traditional or nontraditional occupations; (3) females considered traditional occupations more frequently than nontraditional occupations, whereas males considered nontraditional occupations more frequently than traditional female occupations. (Self-efficacy was considered to be the belief in one's ability to perform a given behavior successfully.) The CAS included descriptions of 10 traditionally female occupations and 10 traditionally male occupations. Subjects used a five-point Likert scale to rate themselves along the three dimensions for each occupation. Internal consistency coefficients (alpha) for the CAS were .8914, .9123, and .6324. (A 17-item bibliography concludes the document.) (CML)

ED 308 369 CE 052 791

Supervise an Employer-Employee Appreciation Event. Second Edition. Module J-10 of Category J--Coordination of Cooperative Education.

Professional Teacher Education Module Series.

**Ohio State Univ., Columbus. Center on Education and Training for Employment.**

SPONS. AGENCY- Department of Education, Washington, DC.
REPORT NO.- ISBN-0-89606-259-7
PUB DATE- 89
NOTE- 36p.; For related documents, see ED 296 135-141 and CE 052 790.
AVAILABLE FROM- American Association for Vocational Instructional Materials, 120 Driftmier Engineering Center, University of Georgia, Athens, GA 30602.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Behavioral Objectives; *Competency Based Teacher Education; *Cooperative Education; *Employer Employee Relationship; Higher Education; Individualized Instruction; *Instructor Coordinators; Job Skills; *Labor Relations; Learning Activities; Learning Modules; Planning; Secondary Education; Teacher Evaluation; Teaching Skills; Vocational Education; *Vocational Education Teachers

This module, one in a series of performance-based teacher educatior learning packages, focuses on a specific skill that vocational educators need to be an effective teacher-coordinator in a cooperative vocational education program. The purpose of the module is to aid educators in gaining the skills needed to guide students in planning and conducting a successful employer-employee appreciation event. Introductory material provides terminal and enabling objectives, prerequisites, a list of resources, and general information. The main portion of the module includes two learning experiences based on the enabling objectives. Each learning experience presents activities with information sheets, samples, case studies, and self-checks. Optional activities are provided. Completion of these two learning experiences should lead to achievement of the terminal objective through the third and final learning experience an actual teaching situation that provides for a teacher performance assessment by a resource person. An assessment form is included. (YLB)

ED 308 398 CE 052 833

*Wagner, Judith O.*
Locating Job Information. ERIC Digest No. 85.
**ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.**
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- EDO-CE-89-85
PUB DATE- 89
NOTE- 3p.
CONTRACT- RI88062005
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Career Change; Career Choice; *Career Education; Career Exploration; *Career Planning; Decision Making; Education Work Relationship; *Employment Opportunities; Information Services; *Information Sources; Interest Inventories; Job Applicants; Job Placement; *Job Search Methods; Occupations; Public Libraries; Resumes (Personal); State Departments of Education; Vocational Aptitude; Vocational Education; Vocational Interests
IDENTIFIERS- ERIC Digests; *Ohio Career Information System

How to locate information that can be used in career decision making is the subject of this digest. The first section lists the career/occupational information collections generally found in public libraries, including printed resources, information about associations, information about local sources of job information, information on specific careers, information about potential employers, information on special populations, information on job search methods, and sample military and civil service tests. The next section points out that most state departments of education have career information systems that are available to just about anyone and also describes such a system (the Ohio Career Information System). Tips on accessing a state occupational information system are given. The section on school career centers includes information on the holdings of secondary and postsecondary career education or guidance offices. An eight-item annotated bibliography concludes the document. (CML)

ED 308 426 CG 021 748

*Hoshino, George; Bamford, Pauline*

Models of Professional and Paraprofessional Training in Refugee Mental Health. Task VI--Training.

**Minnesota Univ., Minneapolis. Refugees Assistance Program - Mental Health Technical Assistance Center.**

SPONS. AGENCY- National Inst. of Mental Health (DHHS), Rockville, MD.
PUB DATE- Mar 88
NOTE- 199p.
CONTRACT- NIMH-278-85-0024-(CH)
AVAILABLE FROM- Refugee Assistance Program--Mental Health Technical Assistance Center, University of Minnesota, Box 85, Mayo, Minneapolis, MN 55455.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Counselor Certification; *Counselor Training; *Cross Cultural Training; Cultural Awareness; Health Occupations; *Human Services; Intercultural Communication; Models; Nursing Education; Psychiatrists; *Psychological Services; Psychologists; *Refugees; Social Work; Technical Assistance
IDENTIFIERS- Refugee Mental Health; *University of Minnesota

Pursuant to the mission of the University of Minnesota's Mental Health Technical Assistance Center for the state refugee assistance programs, this report presents models of culturally sensitive training for professional and paraprofessional personnel who provide mental health service to refugees. After an introduction which places this report in the context of other activities of the Technical Assistance Center and describes the process of developing models of refugee mental health training, specific models of culturally sensitive education and training are provided for the following human service professions: (1) social work; (2) psychiatry; (3) psychology; (4) nursing; (5) allied health professions; (6) human service generalist programs; and (7) primary health care providers. Two final sections discuss the issue of interpreting in refugee mental health and the credentialing of refugee mental health personnel. Twenty attachments, including summary reports and descriptions of various degree and training programs, course syllabi, and concept papers are appended. (TE)

ED 308 453 CG 021 795

*Lambert, Matthew E.; And Others*
Impact of Classroom Computer Use on Computer Anxiety.
PUB DATE- Apr 89

NOTE- 8p.; Paper presented at the Annual Meeting of the Southwestern Psychological Association (35th, Houston, TX, April 13-15, 1989). For related document, see CG 021 796.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Anxiety; Attitude Change; *Computer Assisted Instruction; Computer Simulation; Higher Education; *Psychology; Student Attitudes; *Undergraduate Students
IDENTIFIERS- *Computer Anxiety

Increasing use of computer programs for undergraduate psychology education has raised concern over the impact of computer anxiety on educational performance. Additionally, some researchers have indicated that classroom computer use can exacerbate pre-existing computer anxiety. To evaluate the relationship between in-class computer use and computer anxiety, students (N=44) in an undergraduate abnormal psychology class were assessed for computer anxiety before and after using computerized simulations as part of their course. The Computer Aversion Scale and the Attitudes Toward Computers in General Scale were used to assess computer anxiety and computer attitudes, respectively. Students used four computerized simulations of Agoraphobia, Chronic Headache Pain, Bulimia, and Cocaine Abuse. Significant reductions in computer anxiety and improvement in attitudes toward computers were observed following computer use. Future research should focus on more specific aspects of the relationship between computer experience and computer anxiety. As psychology courseware continues to include a wider variety of learning activities, research investigating more and more complex aspects of these relationships will prove valuable to educators and students. (Author/ABL)

ED 308 467 CS 009 680

*Bourg, Tammy M.; And Others*
Children's and Adults' Abilities To Use Episodic and Semantic Information To Derive Inferences.

PUB DATE- Apr 87
NOTE- 38p.; Earlier version of this paper presented at the Biennial Meeting of the Society for Research in Child Development (Baltimore, MD, April 23-26, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Processes; College Students; Critical Thinking; Elementary Secondary Education; Grade 3; Grade 7; Higher Education; *Inferences; Kindergarten Children; *Long Term Memory; Recall (Psychology)
IDENTIFIERS- Cognitive Research; Episodic Memory; Semantic Memory

A study investigated children's and adults' abilities to derive inferences requiring the integration of two episodic premises (episodic inferences) and inferences requiring the integration of one episodic premise with extra-stimulus, semantic knowledge. Subjects, 95 kindergarten, third grade, seventh grade, and college students, watched either an integrated version or a separated version of an animated audiovisual program, and then answered episodic inference, semantic inference, and verbatim memory questions regarding the program. Results indicated that (1) all subjects could draw inferences using episodic or semantic information; (2) subjects could integrate episodic information across separately-presented episodes to derive inferences; (3) college students were better than kindergartners at integrating episodic information viewed in the separated version; and (4) college students, seventh graders, and third graders were better than kindergartners at using semantic information to derive inferences. Findings support the unitary view of long-term memory. (Two figures of data are included, and 43 references are attached.) (RS)

ED 308 498 CS 211 859

*Balajthy, Ernest*

A Computer-Based Network for Writing Process Instruction of At-Risk Community College Students: A Second Year Evaluation.

PUB DATE- May 89
NOTE- 35p.; Paper presented at the Annual Meeting of the International Reading Association (34th, New Orleans, LA, April 30-May 4, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Colleges; *Computer Assisted Instruction; *Computer Networks; High Risk Students; Microcomputers; Program Descriptions; Program Evaluation; Two Year Colleges; Word Processing; *Writing Instruction; *Writing Laboratories
IDENTIFIERS- Apple IIe; *Process Approach (Writing)

In its second year of operation (1988-1989 academic year), the Electronic Writing Center (EWC) of the Union County College in Cranford, New Jersey has expanded its capabilities and the amount of service it provides to at-risk students through the Computers in the Curricula Project. Major changes include: (1) increased numbers of classes and individual students using the computer network; (2) expansion of facilities to include the networking of more than double the number of microcomputers compared to the first year of the program; (3) addition of a backup memory storage system; (4) addition of a modem to allow exchange of student files with other networks; and (5) increased effort at data gathering and evaluation. Instructors using the network to teach writing note that the network has become more of an ordinary part of the curriculum and is now taken for granted. (Appendixes include a checklist for computer tutors, an AppleWorks manual, and evaluation instruments for writing attitudes, computer attitudes, and project involvement.) (RS)

ED 308 636 EA 021 142

Quality Criteria for Middle Grades: Planning, Implementing, Self-Study, and Program Quality Review.
California State Dept. of Education, Sacramento. Office of School Improvement.
REPORT NO.- ISBN-0-8011-0770-9
PUB DATE- 89
NOTE- 186p.; For related documents, see EA 021 141-143.
AVAILABLE FROM- Bureau of Publications, Sales Unit, California State Department of Education, P.O. Box 271, Sacramento, CA 95802-0271 ($4.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Educational Development; Educational Improvement; *Educational Quality; Educational Strategies; *Elementary School Curriculum; *Instructional Effectiveness; Junior High Schools; *Middle Schools; *Program Effectiveness; Program Implementation; Public Schools; *Teaching Methods
IDENTIFIERS- *California

This report is designed to assist members of a Program Quality Review (PQR) team in: (1) conducting a review of the effects of a middle school's curriculum, instructional methodologies, and effectiveness strategies on the students; (2) guiding the development of an action plan; and (3) providing a model for the school's own self-study. The report has four parts. Part I describes how the quality criteria can be used for planning and implementation of school improvement initiatives at a school site. Part II is a guide to be used by schools in conducting a self-study. Part III describes the methodology and procedures of PQR, the application of the quality criteria to the school's curricular and instructional program, and the means by which suggestions in the Report of Findings might be developed. Part IV contains the criteria that consist of narrative statements portraying the central features of high quality, followed by a series of concrete descriptions indicative of each quality. A review team may consist of persons who are outside the district, as is the case in a formal PQR, or the team may be made up of school staff and parents who wish to conduct an informal self-study. (SI)

ED 308 650 EC 220 514

*Gall, Robert S.; Hill, W. Leigh*
Some Developments in the Uses of Technology in Special Education in Alberta: A Brief Overview.

PUB DATE- 12 Dec 88
NOTE- 13p.; Paper presented at the Council for Exceptional Children/Technology and Media Division Conference on Special Education and Technology (Reno, NV, December 11-13, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agency Cooperation; *Disabilities; Distance Education; *Educational History; *Educational Technology; Foreign Countries; Program Development; Special Education; *Telecommunications
IDENTIFIERS- *Alberta

The document describes efforts begun by the Canadian province of Alberta to apply telecommunications technology on a broad basis in special education, through the involvement of provincial and local agencies and public and private sectors. A brief history of the development of Alberta's educational technology over the past two decades is offered. The Distance Learning Project and the establishment of the Alberta Education Response Centre (ERC), which disseminates information; conducts professional and paraprofessional training, research, and demonstrations; and develops learning resources are particularly noted. Programs of the ERC include Response Line Services and the Alberta Special Education Network. Challenges for the future include the lack of hardware and software in the field, the necessity of raising the awareness level of local special educators, assembly and maintenance of Alberta-specific information, the changing policy context, and the rapid rate of technological change. (JDD)

*Moss, Jeffrey W.; And Others*

Identification of Competencies Taught in Vocational Agriculture Programs in Louisiana That Include Mathematical Instruction. Vocational Education Research.

**Louisiana State Univ., Baton Rouge. School of Vocational Education.**
SPONS. AGENCY- Louisiana State Dept. of Education, Baton Rouge. Div. of Vocational Education.
PUB DATE- 16 Dec 88
NOTE- 44p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Agricultural Education; *Competence; Course Content; *Mathematical Applications; *Mathematics; Mathematics Instruction; Secondary Education; *State Curriculum Guides; State Standards; *Vocational Education
IDENTIFIERS- *Louisiana

A project was conducted: (1) to identify instructional objectives in the Louisiana vocational agriculture curriculum that contain a substantial amount of mathematical concepts; and (2) to determine the amount of time spent in vocational agriculture programs in the state on agricultural instruction involving mathematics. Research methodology included an examination of the curriculum guide to identify objectives in agriculture that included mathematics, and a survey of a sample of 150 agriculture teachers through a written questionnaire (78 percent return). The study found that a substantial number of mathematics-related instructional objectives are included in the vocational agriculture curriculum and are being taught in vocational agriculture programs. The study also found that the curriculum contains mathematics-related objectives in both level 1 and level 2. The area of agricultural mechanics had the greatest number of mathematics-related competencies. The study recommended that modules containing mathematical problems related to the identified objectives should be developed as a supplement to the curriculum guide. (Matrixes of agriculture-mathematics competencies are included in the report.) (KC)

ED 308 412 CE 052 852

*Leske, Gary W.; Persico, John, Jr.*
Instructor Technical Currency: Effectiveness of Activities, Barriers and Updating Needs.
**Minnesota Univ., St. Paul. Minnesota Research and Development Center for Vocational Education.**
SPONS. AGENCY- Minnesota State Board of Vocational-Technical Education, St. Paul.; Minnesota State Dept. of Education, St. Paul.; Minnesota Univ., St. Paul. Dept. of Vocational and Technical Education.
PUB DATE- Jul 89
NOTE- 55p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Educational Research; *Faculty Development; Inservice Teacher Education; Institutes (Training Programs); Postsecondary Education; *Program Effectiveness; Refresher Courses; *Retraining; Skill Obsolescence; State Surveys; *Teacher Improvement; Teacher Workshops; Technical Institutes; *Technological Advancement; *Vocational Education Teachers

A study investigated whether instructors in schools with formal staff development programs were more technologically up to date than instructors in schools with less formal programs. The study used existing data from program evaluations of five postsecondary technical institute (TI) instructors. A survey instrument collected data from 120 (of a sample of 153) postsecondary TI instructors. Findings indicated that formalized staff development programs were not identified within the TIs. Respondents rated workshops, conferences, and seminars sponsored by business and industry as the most effective updating activity. Other activities in descending order of rated effectiveness were work-experience internships, activities sponsored by professional and trade organizations, and industry observation and visits. Forty hours appeared to be the upper limit on time committed to an individual staff development activity. Instructors rated "not enough time in schedule" as the most substantial barrier to being technologically current. They indicated a "high need" for updating. Instructor-suggested criteria for assessing the technical currency of an instructor fell into typical categories: knowledge, work activity, updating activity, attitude/motivation, external evaluations, teaching activities, and performance test. (The instrument and 24 references are appended.) (YLB)

ED 308 439 CG 021 764

*Butcher, James N.; And Others*
Psychological Interventions with Refugees.
**Minnesota Univ., Minneapolis. Refugees Assistance Program - Mental Health Technical Assistance Center.**
SPONS. AGENCY- National Inst. of Mental Health (DHHS), Rockville, MD.
PUB DATE- 22 Mar 88
NOTE- 73p.
CONTRACT- NIMH-278-85-0024-CH
AVAILABLE FROM- Refugee Assistance Program--Mental Health Technical Assistance Center, University of Minnesota, Box 85, Mayo, Minneapolis, MN 55455.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - General (140) Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Clinical Psychology; *Counseling; Crisis Intervention; Cross Cultural Training; *Cultural Differences; Group Therapy; *Intercultural Communication; Interpreters; *Psychotherapy; *Refugees; Rehabilitation; Therapeutic Environment
IDENTIFIERS- Refugee Assistance; *Refugee Mental Health

Psychotherapy is an alien concept to many refugees from traditional cultures, since much of psychotherapy is tied to Western thoughts, practices, and belief systems. However, a variety of therapeutic strategies can be effective with refugees if modified to account for cultural factors. Four clinical intervention strategies are discussed with respect to their applicability to refugees: (1) crisis intervention; (2) cognitive behavioral therapy; (3) dynamic individual "relationship oriented" therapy; and (4) family and marital therapy. These approaches were selected based on their demonstrated cross-cultural utility and on general characteristics of refugee psychopathology and interpersonal dynamics. Suggestions are made regarding appropriate modifications to account for cultural factors within each approach. In addition, issues pertaining to the use of interpreters in psychotherapy are discussed, as well as general sources of difficulty in conducting psychotherapy with refugees. Finally, several approaches to treatment are described which were developed specifically for use with refugee or minority populations. References are included. (Author/TE)

ED 308 482 CS 009 709

Celebrating the National Reading Initiative.
California State Dept. of Education, Sacramento.
REPORT NO.- ISBN-0-8011-0760-1
PUB DATE- 89
NOTE- 98p.; Colored illustrations will not reproduce well.
AVAILABLE FROM- Bureau of Publications, Sales Unit, California State Department of Education, P.O. Box 271, Sacramento, CA 95802-0271 ($6.95, plus sales tax for California purchasers).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Class Activities; Elementary Secondary Education; Enrichment Activities; Library Role; Literacy; *Literature Appreciation; Parent Student Relationship; *Reading Games; Reading Improvement; *Reading Instruction
IDENTIFIERS- Reading Motivation

Intended to challenge readers of all ages to celebrate the wonder of words arranged on the printed page, this book contains descriptions of activities that have been highly successful in drawing children into literacy and keeping them there. The 64 activities presented in the book can be performed in the home, at school, in the library, around town, and (through the experience of reading) around the world. The impetus for the development of this book was the proclamation of 1987 as the Year of the Reader. Appendixes include sample material for many of the activities. An annotated list of readings is provided. (RS)

ED 308 515                                        CS 211 917

*Sitko, Barbara M.*
How Writers Use "Real Audience" Feedback: Problem-Solving in Revision.
PUB DATE- Mar 89
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Audience Response; *Feedback; Grade 11; Grade 12; High Schools; Learning Processes; *Problem Solving; Protocol Analysis; *Revision (Written Composition); Writing Research

Contributing to research delineating the cognitive processes of writers who are revising their own texts after feedback from members of their intended audience, a study (1) determined whether more able writers would be more responsive to their readers' feedback than would less able writers; and (2) verified results of a previous study indicating a definable problem-solving revision process. Subjects were 13 eleventh-grade females (six more able and seven less able writers) who composed texts stipulating a twelfth-grade audience, and who revised the texts following feedback from two twelfth-grade readers; data was collected by audiotaped concurrent verbal protocols. Four units of analysis included feedback units, response episodes, revision units, and self-report units. Findings indicated that more able writers are somewhat more accepting of feedback than are less able writers, but that all writers who revise, regardless of ability, follow a problem-solving sequence. Knowledge of this process, both in writers who do and who do not revise, will help educators to

identify beliefs and behaviors to which they might direct instruction, and to design the instruction itself. (One figure is included, 26 references are attached, and 4 appendixes containing tasks from the study conclude the paper.) (SR)

ED 308 531 CS 211 949

*Hipsman, Barbara J.; Wearden, Stanley T.*

Skills Testing at American Newspapers.

PUB DATE- Aug 89
NOTE- 30p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (72nd, Washington, DC, August 10-13, 1989). Project sponsored in part by a grant from Kent State University Research and Sponsored Programs.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTORS- *Employer Attitudes; Employment Interviews; Job Skills; *Newspapers; Occupational Surveys; *Occupational Tests
IDENTIFIERS- Journalism Research

A survey asked newspaper editors how they assess job candidates, particularly whether they use skills testing. A stratified random sample of editors at 350 American daily newspapers was divided into four categories based on circulation. Completed questionnaires were obtained from 154 respondents (44% response rate). Results indicated that over 55% of the editors give skill tests and that about one-fourth of the editors use job try-outs. Findings suggest that this trend toward testing will continue and that journalism educators should make sure that students gain exposure to both the skills they will be tested for and the testing process. (Eight tables of data and 16 notes are included.) (RS)

ED 308 546 CS 211 975

*Bunker, Matthew D.*
Application of Libel Law Principles by Kansas Editors.
PUB DATE- Aug 89
NOTE- 23p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (72nd, Washington, DC, August 10-13, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Court Litigation; *Editors; Legal Responsibility; *Newspapers; Surveys
IDENTIFIERS- *Editor Role; Kansas; Legal Precedents; Legal Research; *Libel; Supreme Court

A study examined how well managing editors are equipped for the task of dealing with libel. Subjects, 32 (out of 46) managing editors of Kansas newspapers, responded to a questionnaire which presented eight fact situations, hypothetical, but based on reported decisions of the Kansas Supreme Court. Each decision contributed legally valid precedent and thus is the "law" in Kansas. Subjects were asked to decide whether or not the plaintiff had a case. Results indicated that a majority of the editors responded correctly to six of the eight cases. Results also indicated that editors that are more libel conscious (those managing larger circulation papers, involved in recent litigation, and those insured for libel) appear to exhibit much greater wariness in approaching potentially actionable material. (RS)

ED 308 575 EA 021 034

*Moorhead, Roslyn; Nediger, William*
Behaviours of Effective Principals.
PUB DATE- Jun 89
NOTE- 94p.; Paper presented at the Annual Meeting of the Canadian Society for the Study of Education (Quebec, Canada, June 3-6, 1989).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160) Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Characteristics; *Administrator Effectiveness; *Administrator Evaluation; Elementary Secondary Education; Foreign Countries; Instructional Effectiveness; Instructional Leadership; *Leadership Qualities; *Principals; *School Supervision

The purpose of this 2-year-long qualitative and quantitative field study was to investigate the behaviors of effective secondary school principals in their respective school districts, to find commonalities in the behavior of principals who were deemed by their peers to preside over effective schools, and to report the interim results. The findings were garnered from the ethnographic method of shadowing four secondary school principals with a reputation for excellence, and collecting inbasket materials for visual analysis. In addition, questionnaires were administered to the principal, department heads, teachers, and a sample group of students and parents to determine teacher and student attitudes and school climate. Personal interviews with a small representative sample of teachers and students and a compilation of statistics regarding school absenteeism, student achievement measures, number of student dropouts, and discipline cases were also conducted. Although the four principals were considered to be effective by their peers, students, teachers, and community members, there was no common pattern of behaviors, activities, or leadership skills. It was found that the effective principal must have goals and values that fit the system and the community and meet the needs of staff and students. (JAM)

ED 308 677 EC 220 550

*Martin, William B.*
Transitioning That Works: A Community College Approach.
PUB DATE- Apr 89
NOTE- 11p.; Paper presented at the Annual Convention of the Council for Exceptional Children (67th, San Francisco, CA, April 3-7, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adults; College Programs; *Community Colleges; Demonstration Programs; *Developmental Disabilities; Interpersonal Competence; *Job Placement; *Job Training; *Moderate Mental Retardation; Program Development; *Transitional Programs; Vocational Education
IDENTIFIERS- Iowa; *Supported Work Programs

The Individualized Resource Program/Community-Based Vocational Training Program of the Iowa Valley Community College District provides assessment, vocational and functional academics training, and job placement services for adults with developmental disabilities and moderate mental retardation. Participants complete a non-credit community college program that lasts up to 2 years, with the goal of subsequently acquiring competitive job placement in the private sector. The program combines classroom education with training at both campus training stations and at job sites in competitive employment environments. The most common problem at the training sites involves the socialization skills of the students. Therefore, much attention is given to problem-solving, personal management, student reaction to constructive criticism, and attention to work rules. The job coaching is designed to "fade" as progress is made with each student. Follow-up services are usually limited to 2 years following placement in competitive employment. Over the past 3-year period, placement of students completing the program has been 70 percent. (JDD)

ED 308 284                    CE 052 525

*Morand, Martin J.*
Canada: Our Model?
PUB DATE- Mar 89
NOTE- 8p.; Paper presented at the Annual Joint Conference of the University and College Labor Education Association and the AFL-CIO Education Directors (Portland, OR, March 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Education; Employer Employee Relationship; *Federal Legislation; Foreign Countries; *Labor Demands; *Labor Legislation; *Political Issues; *Political Power; State Legislation; Union Members; *Unions
IDENTIFIERS- *Canada

Hopes of U.S. union leaders for the movement's survival have been increasingly pinned on adoption of Canada-like labor legislation. Canadian labor legislation is in large part provincially based. This suggests that the states should legislate labor law. Highly improbable pro-union changes in labor law are needed to ensure the survival of unions. Since significant labor law reform is at least 4 years away, unions can use the time to consider carefully how the political strategy adopted by Canadian labor (building a fundamentally different political movement even at the expense of winning a particular election) can be applied in a U.S. political system where third-party genesis is almost automatically aborted. The long building process required to mobilize the strength necessary to pass legislation of institutional benefit to unions will force labor to concentrate, in the immediate future, on using its broader social goals in alliance building. The prescription is single issue politics; survival is the issue. U.S. unions do not need a third party, but they do need a political program like that of the Canadian labor movement. The strategy must consider the changing work force, which will increasingly be made up of Blacks, Hispanics, the disabled, and women. (YLB)

ED 308 355 CE 052 758

Single Parent/Adult Homemaker Re-Entry Program. Annual Report.
**Ashland Community Coll., KY.**

SPONS. AGENCY- Kentucky State Dept. of Education, Frankfort. Office of Vocational Education.
PUB DATE- 1 Jul 87
NOTE- 67p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; *Displaced Homemakers; Financial Services; Job Training; *Mothers; *One Parent Family; *Outcomes of Education; Program Effectiveness; Program Evaluation; Program Implementation; Program Improvement; Publicity; *Reentry Students; Student College Relationship; Student Needs; Student Personnel Services; Technical Education; Two Year Colleges; Vocational Education
IDENTIFIERS- *Ashland Community College KY

The Single Parent/Adult Homemaker Reentry Program at Ashland Community College (Kentucky) was developed to meet the training needs of 40 eligible persons by enrolling them in vocational-technical programs at the college. Students received financial support for tuition, books, child care, and transportation; academic and personal counseling; supportive services; and help in setting realistic personal goals. During the 1986-87 academic year, 66 persons were enrolled in vocational-technical programs. An increase in the number of Pell Grants allowed for an increase in the participants supported. In addition, four persons enrolled in a part-time college program. As a result of the program, 6 persons graduated from 2-year technical programs, with 4 of them obtaining employment; 42 continued in the vocational-technical program for fall 1987; 10 were not successful in completing the program; 3 completed the part-time college program successfully, with 2 employed; and 1 person was unsuccessful in the college program. The program was judged to be very successful and was recommended to be continued, with some improvements, for future years. (Supplemental materials appended to the project report include monthly newsletters, an evaluation summary, an orientation schedule, publicity releases, and a program application.) (KC)

ED 308 562                                   CS 506 724

*Childers, Kim Walsh; Brown, Jane D.*
Television Viewing and Adolescents' Beliefs about Male-Female Relationships.

SPONS. AGENCY- National Cancer Inst. (NIH), Bethesda, Md.
PUB DATE- Aug 89
NOTE- 37p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (72nd, Washington, DC, August 10-13, 1989).
GRANT- R01-CA38392
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Adolescent Development; *Adolescents; Black Youth; Sex Bias; *Sex Stereotypes; Socialization; Surveys; Television Research; *Television Viewing; Whites
IDENTIFIERS- *Male Female Relationship; Panel Studies; Sexual Attitudes

Drawing on a social cognitive understanding of the relationship between television and viewers which suggests that adolescents will seek media content consistent with their already developed notions about the sexes, a study surveyed 1,613 adolescents (aged 12 to 17). Respondents were drawn from 10 standard metropolitan statistical areas that are similar in social and demographic characteristics and spread throughout the southeast United States. Randomly selected adolescents and their mothers completed baseline questionnaires in their homes from April through October of 1985. In April through October of 1987, the adolescents and their mothers again completed questionnaires. Only black or white adolescents who provided data for both rounds were included in the tabulation. Results indicated that white girls who expressed the least stereotyped beliefs about male-female relationships in 1985 spent more time than other white girls watching traditionally male-oriented programs in 1987. Watching female-oriented television in 1985 reduced 1987 sexism scores for white boys and girls, while watching male-oriented programs increased sexism scores for black males. Results revealed the need to view adolescents as active participants in their own sexual socialization. (Four tables of data are included, and 31 references are attached.) (MM)

ED 308 591 EA 021 084

*Achilles, C. M.*
If All I Needed Were Facts, I'd Just Buy Your Book: The Expanding Equation of Leadership Preparation.
PUB DATE- 14 Aug 87
NOTE- 11p.; Edited version of a lecture presented to the National Conference of Professors.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Administrator Characteristics; *Administrator Education; Books; Leadership Training; Role Models; *Teacher Effectiveness

Facts can be objectively gathered, but they are devoid of significance until they are related, contemplated, and unified in the mind of a creative person. Facts lead to ideas, and ideas combine with tacit knowledge and skill lead to knowledge which is a steppingstone to wisdom. An academic's task is to find, define, and refine ideas. Books provide an important dimension in learning, but good teaching demands variety. Those who would help students gain knowledge must themselves possess a great deal of knowledge that students can use. Professors must open their students' high-order thinking skills and stimulate students' divergent thoughts; skillful teachers will help students seek significant problems and connect them with useful facts. Although the solving of problems is the task of a craftsman, the defining of problems previously undiscovered and then the solving of these problems is the calling of the master or leader. The problems chosen, and the way the problems are framed determine what facts are needed and how the facts are used. Prospective top school leader candidates should be carefully selected and imbued with a sense of joy for their responsibilities, for administrators need almost infinite wisdom to meld the diversities, adversities, and desires of many people and transform their workplace into a place of happiness and learning. (16 references) (KM)

ED 308 606 EA 021 105

*Vivian, Helen Wilson*

Improving Schools through Application of "Effective Schools" Research.

PUB DATE- Mar 89
NOTE- 8p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Attendance Patterns; *College School Cooperation; *Educational Change; *Educational Environment; *Educational Improvement; Educational Research; Elementary Secondary Education; Higher Education; Public Schools; Research Utilization; *School Effectiveness
IDENTIFIERS- *Effective Schools Research; *Springfield Public Schools MA

This document describes the exploration and application of effective schools research resulting from university/public schools cooperation in the Springfield (Massachusetts) Public School System. The Academy for Excellence operated as a partnership between the University of Massachusetts School of Education and the Springfield Public School System for 4 years to provide a communications link and a conduit for making the resources of the university more accessible to and usable by Springfield school administrators, teachers, and students. In 1986, academy efforts turned to an exploration of the effective schools movement with a particular focus on strategies for improving attendance, academic skills, high expectations for students and improved school climate. Research outcomes and operational changes set in motion a far-reaching impetus for change in the Springfield public schools. (SI)

ED 308 664                    EC 220 528

*Dever, Richard B.; And Others*
Monroe County Community Schools Curriculum for Classes for Severely and Profoundly Retarded Learners. Working Paper 85-5. COMPETE: Community-Based Model for Public-School Exit and Transition to Employment.
**Indiana Univ., Bloomington. Center for Innovation in Teaching the Handicapped.**
SPONS. AGENCY- Indiana State Dept. of Mental Health, Indianapolis.; Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- Sep 85
NOTE- 33p.; For related documents, see EC 220 524-535.
GRANT- G008430112
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Curriculum; *Daily Living Skills; Elementary Secondary Education; *Homemaking Skills; Independent Living; Normalization (Handicapped); *Severe Mental Retardation; *Student Educational Objectives; *Travel Training

The purpose of Project COMPETE is to use previous research and exemplary practices to develop and validate a model and training sequence to assist retarded youth to make the transition from school to employment in the most competitive environment possible. The curriculum described in this project working paper focuses on personal maintenance and development, homemaking and community life, and travel, with the aim of taching severely/profoundly retarded learners to be "independent," defined as exhibiting behavior patterns appropriate to particular settings. In the domain of personal maintenance and development are listed goals related to body maintenance, illness treatment, establishing and maintaining personal relationships, and handling "glitches." The homemaking and community life domain focuses on environmental cleanliness, food, budgeting, social relationships, and handling "glitches." The travel section deals with development of mental maps, use of conveyances, interpersonal interactions while traveling, and handling "glitches." The curriculum was developed for a public school program and aims to assist severely/profoundly retarded learners to become integrated into the community. The goals and objectives included are benchmarks for programming, rather than program goals and objectives per se. The curriculum also provides a list of desirable precursors, which are preexisting skills which are helpful in learning to perform the stated objectives. (JDD)

ED 308 341 CE 052 726

*McCune, Donald; Alamprese, Judith*
Turning Illiteracy Around: An Agenda for National Action. Working Paper No. 1.
**Business Council for Effective Literacy, New York, NY.**
PUB DATE- May 85
NOTE- 48p.; For the companion document--Working Paper No. 2--see CE 052 727.
AVAILABLE FROM- Business Council for Effective Literacy, 1221 Avenue

of the Americas, 35th Floor, New York, NY 10020 ($10.00 for the set of two companion working papers).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Basic Skills; Communication Skills; *Functional Literacy; *Literacy Education; *Voluntary Agencies; *Volunteers
IDENTIFIERS- Workplace Literacy

This document examines the activities and resource needs of local basic skills programs; examines the major national organizations that lead, coordinate, and provide technical assistance to local providers; suggests how new organizations can assist and support the delivery of adult literacy services; and recommends public and private sector action needed to expand the capacity of local adult literacy programs and national organizations. The document begins with an executive summary and an introduction outlining the study's purpose and design. The second chapter, entitled "Local Literacy Programs," discusses program patterns, expansion needs, and fiscal requirements for expansion. The section on program patterns covers setting student goals, recruiting students, training tutors, instructional approaches and materials, measuring learning, rewarding achievement and service, collecting data, facilities, collaboration, and fund-raising. The third chapter describes the major national organizations. The fourth chapter discusses ways to involve new organizations and agencies. The fifth chapter contains recommendations for the federal and state governments, business, and industry to help literacy programs. A list of literacy programs whose staffs were interviewed for this study concludes the document. (CML)

ED 308 370 CE 052 793

*Saints, Bill; Dillon, Nancy*
Word Processing Operator. Curriculum. Competency-Based Vocational Education Instructional Materials.
**Northern Arizona Univ., Flagstaff. Center for Vocational Education.**
SPONS. AGENCY- Arizona Occupational Research Coordinating Unit, Phoenix.
PUB DATE- Jun 84
NOTE- 72p.; Portions printed on colored paper.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Behavioral Objectives; Competency Based Education; *Independent Study; Individual Instruction; Job Skills; Learning Modules; *Office Occupations Education; *Pacing; Postsecondary Education; Secondary Education; State Curriculum Guides; *Word Processing

This curriculum guide provides materials for a course in word processing. An instructor's guide sets forth prerequisites, equipment, use of the modules, comments on individual modules, a 12-item bibliography, answer keys, and a brief overview of each module. Six student modules follow. They are self-contained and require little effort on the instructor's part aside from scoring posttests and providing equipment. Each module consists of a cover sheet that details rationale, job skill, performance objective, and materials needed; pretest; information section; and activities. Posttests are intended to be kept by the instructor and administered to students when they are prepared to be tested on their mastery of the module contents. Module topics are as follows: introduction; editing; formatting; file management; printing and special features; and office procedures. (YLB)

ED 308 399 CE 052 834

*Harrison, Cheryl*

Career Development in the Workplace. ERIC Digest No. 86.
**ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.**
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- EDO-CE-89-86
PUB DATE- 89
NOTE- 4p.
CONTRACT- RI88062005
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Career Change; *Career Development; *Career Planning; Education Work Relationship; *Employer Employee Relationship; Midlife Transitions; Occupational Aspiration; Organizational Development; Personnel Management; *Professional Development; *Promotion (Occupational)
IDENTIFIERS- ERIC Digests

Intended for employers, human resource staff, and adult educators, this digest addresses the purposes of career development programs in the workplace and describes the components of such programs. In the first section, the term career development is defined and labeled as just one component of organizations' human resource management. Eight factors that influence the need for career development are listed. The next section describes each step of the management cycle and states that the steps correspond to career development strategies that help both manager and employee maximize career growth. The next section discusses three distinct phases of the career development process (staffing and orientation, evaluation, and development) from which an employer can choose strategies to create a customized career development system. Guidelines for designing and implementing a career development system are presented in the final section. The digest concludes with four references. (CML)

ED 308 427 CG 021 749

*Hoshino, George; And Others*
Sites for Student Field Experiences in Refugee Mental Health. Task VI--Training.
**Minnesota Univ., Minneapolis. Refugees Assistance Program - Mental Health Technical Assistance Center.**
SPONS. AGENCY- National Inst. of Mental Health (DHHS), Rockville, MD.
PUB DATE- 15 May 88

NOTE- 200p.
CONTRACT- NIMH-278-85-0024-(CH)
AVAILABLE FROM- Refugee Assistance Program--Mental Health Technical Assistance Center, University of Minnesota, Box 85, Mayo, Minneapolis, MN 55455.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132) Reports - Research/Technical (143)
DESCRIPTORS- *Field Experience Programs; Higher Education; *Internship Programs; *Mental Health Clinics; *Psychological Services; *Refugees; Relocation; Social Agencies; Social Services; Social Work; Surveys
IDENTIFIERS- Refugee Assistance; *Refugee Mental Health; University of Minnesota

This report on sites for student field experiences in refugee mental health has been prepared by the University of Minnesota's Mental Health Technical Assistance Center for the state refugee assistance programs. After a brief introduction describing the mission of the Technical Assistance Center, the characteristics of field experience in mental health training are reviewed, along with the purpose and procedures of the ensuing survey of student field experience sites. A total of 323 agencies in 40 states, plus Guam and the Philippines, indicated a willingness to accept students for field experiences. The number and location of these agencies are listed, along with the kinds of students, by profession or discipline, for whom these agencies were willing to provide field experiences and reasons given for not being able or willing to take students. Results of the survey are then summarized. The rest of the report comprises an alphabetical directory, listed by state, of these 323 agencies willing to provide field experiences. Each entry in the directory lists mental health and related services of the agency, population served, language capabilities of this population, staff, and opportunities, by profession, for field placement. Addresses of federal agencies for current information related to state mental health departments and state offices for refugee resettlement are appended. (TE)

ED 308 454 CG 021 796

*Lambert, Matthew E.; And Others*

Computer Simulation Utilization in Graduate Behavior Therapy Training.

PUB DATE- Apr 89

NOTE- 11p.; Paper presented at the Annual Meeting of the Southwestern Psychological Association (35th, Houston, TX, April 13-15, 1989). For related document, see CG 021 795.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Behavior Modification; Client Characteristics (Human Services); *Computer Simulation; *Computer Uses in Education; *Counselor Training; Graduate Students; *Graduate Study; Higher Education; Program Effectiveness

Practicum experiences are thought to be a time for honing clinical skills and integrating content course material with clinical practice. Often, however, the range of clinical problems encountered during practica is restricted, limiting the variety of learning experiences available to practicum group members. To provide a wider range of standardized learning experiences, four computer simulations in the areas of agoraphobia, chronic headache pain, bulimia, and cocaine abuse were developed. Simulations were designed to replicate assessment, diagnostic, and treatment processes appropriate for community mental health centers, behavioral medicine clinics, university counseling centers, and substance abuse treatment centers. The simulations were field tested in four American Psychological Association approved doctoral training programs and a social work training program. The structured evaluation form assessed the students' opinions about the simulations. Results suggest that trainees learned how to integrate various methodologies and appeared to support the use of the behavior therapy computer simulations. Questions remain about the novelty effect of the simulations, effect on counselor performance, maximizing the learning process, and integration of computer simulations into behavior therapy training programs. (Author/ABL)

ED 308 468 CS 009 686

*Tiedt, Sidney W.; Tiedt, Iris M.*

Language Arts Activities for the Classroom. Second Edition.
REPORT NO.- ISBN-0-205-10478-9
PUB DATE- 87
NOTE- 366p.
AVAILABLE FROM- Allyn and Bacon Order Dept., 200 Old Tappan Rd., Old Tappan, NJ 07675 ($19.50).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Class Activities; Classroom Environment; Elementary Education; *Integrated Curriculum; *Language Arts; *Learning Activities; Listening; *Oral Language; Poetry; Reading Instruction; Reading Writing Relationship; Resource Materials; Teaching Methods; *Vocabulary Development; Writing Instruction
IDENTIFIERS- Content Area Teaching

This second edition of a text has been organized into a sequence that reflects how students learn language--from listening and speaking to reading and writing. The book begins with an overview of the language arts and the teacher's role in planning instruction. Chapters 2 and 3, "Listening to Learn" and "Developing Oral Language," initiate the language arts program because they begin at the students' level and give strategies that help students become actively involved in their own learning. Chapter 4, "Words and More Words," focuses on vocabulary development through direct instruction and contextual reinforcement. The fifth chapter, "Reading, Literature, and Children," reflects the recent model of reading as a meaning-making process. Chapter 6, "Putting Words to Use," focuses on words again but from the perspective of preparing students for writing. Chapter 7, "Children Can Write," presents the various states of the writing process, with an emphasis on getting ready to write. Accompanying the writing chapter is Chapter 8, "Teaching Poetry." Chapter 9, "Language Arts in the Content Areas," includes an argument for implementing all the components of a language arts program. The last chapter provides a selection of resources, including books and audiovisual materials. (MS)

ED 308 483 CS 009 710

*Luke, Allan*
Literacy, Textbooks and Ideology: Postwar Literacy Instruction and the Mythology of Dick and Jane.
REPORT NO.- ISBN-1-85000-319-X
PUB DATE- 88
NOTE- 234p.
AVAILABLE FROM- Taylor and Francis, Inc., 1900 Frost Rd., Suite 101, Bristol, PA 19007 ($22.00).
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Books (010) Reports - Evaluative/Feasibility (142) Historical Materials (060)
DESCRIPTORS- *Basal Reading; Case Studies; Cultural Context; *Educational History; Educational Philosophy; Elementary Education *Elementary School Curriculum; Foreign Countries; *Literacy; *Public Schools; Reading Instruction; Reading Research; *Textbook Content; Writing Instruction
IDENTIFIERS- *British Columbia; Canada (West)

Focusing on how textbooks and ideology influence and reflect literacy instruction, this book examines literacy as defined in the public elementary schools of British Columbia, Canada. Chapters include: (1) "Approaches to the Study of Literacy and Curriculum"; (2) "The Text in Historical Context: The Debate over Schooling and Literacy in Postwar British Columbia"; (3) "Making the Text: Genesis of the Modern Basal Reader"; (4) "Reading the Text: Dick and Jane as Introductions to Literacy"; (5) "Revising the Text: Nationalism and Canadian Content"; (6) "Teaching the Text: Enforcing the Norms of Literacy"; and (7) "Standardization and Redundancy: Literacy Instruction as Ideological Practice." (MM)

ED 308 499 CS 211 870

*Neuwirth, Christine M.; And Others*
The Notes Program: A Hypertext Application for Writing from Source Texts. CECE Technical Report No. 1.
**Carnegie Mellon Univ., Pittsburgh, PA. Center for Educational Computing in English.**
PUB DATE- Jan 87
NOTE- 34p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Research/Technical (143)
DESCRIPTORS- *Computer Software; *Computer Uses in Education; Decision Making; Experimental Programs; Higher Education; *Notetaking; Writing Improvement; *Writing Processes; Writing Research
IDENTIFIERS- Computerized Techniques; Expository Teaching; *Hypertext; Knowledge Acquisition
This paper discusses "Notes," a hypertext application program which was designed and implemented to investigate the effects of computers on the writing process generally, and in particular to experiment with tools to support the decisions writers make while acquiring and structuring knowledge taken from source texts. The paper outlines the theoretical basis for the design of the "Notes" program, exploring typical writing activities in some detail. The benefits and limitations of conventional note cards are reviewed, as well as expected benefits of the use of computer-based note cards. The "Notes" program and its relation to relevant research is described, and a formative evaluation is presented based upon interviews with participants of the "Notes" program as it was used with five sections of college experimental writing courses for two semesters. Two problems that need to be addressed are discussed: (1) the first concerns the representation of notes; and (2) the second concerns support for the process of taking notes. (An appendix of interview questions, "Notes" program samples, and 26 references are attached.) (NH)

ED 308 622 EA 021 122

# State Education Performance Chart: Student Performance, Resource Inputs, State Reforms, and Population Characteristics, 1982 and 1988.

**Department of Education, Washington, DC. Office of Planning, Budget, and Evaluation.**

PUB DATE- 89
NOTE- 2p.; An oversize wall chart measuring 32 inches by 56 inches. For supplemental chart, see EA 021 123; for press release, see EA 021 124.
AVAILABLE FROM- U.S. Department of Education, Office of Planning, Budget, and Evaluation, Planning and Evaluation Service, Room 3127,

FOB-2, 444 Maryland Avenue S.W., Washington, DC 20202 (free).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Achievement; Attendance Patterns; *Charts; *Educational Change; Educational Improvement; Elementary Secondary Education; Graduation; Intervention; *School Statistics; Standardized Tests; *Tables (Data); Teacher Student Ratio
IDENTIFIERS- *State Education Performance Chart

The sixth annual "State Education Performance Chart" compares the 50 states and the District of Columbia across 39 variables arranged in 4 major groups. The groups are: student performance; resource inputs; state reforms; and population characteristics. Examples of the variables are: ACT scores; SAT scores; graduation rate; average teacher salary; pupil/teacher ratio; expenditures per pupil; and per capita income. Data are generally provided for 1988 and 1982, but in some cases, when 1988 data are not available, earlier years are used. In general the data indicate that student performance has been stagnant during the last year measured. (SI)

ED 308 637                    EA 021 143

Quality Criteria for Elementary Schools: Planning, Implementing, Self-Study, and Program Quality Review.

California State Dept. of Education, Sacramento. Office of School Improvement.

REPORT NO.- ISBN-0-8011-0768-7
PUB DATE- 89
NOTE- 171p.; For related documents, see EA 021 141-142.
AVAILABLE FROM- Bureau of Publications, Sales Unit, California State Department of Education, P.O. Box 271, Sacramento, CA 95802-0271 ($4.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Educational Development; Educational Improvement; *Educational Quality; Educational Strategies; *Elementary Education; *Elementary School Curriculum; *Instructional Effectiveness; *Program Effectiveness; Program Implementation; *Teaching Methods
IDENTIFIERS- *California

This report is designed to assist members of a Program Quality Review (PQR) team in: (1) conducting a review of the effects of an elementary school's curriculum, instructional methodologies, and effectiveness strategies on the students; (2) guiding the development of an action plan; and (3) providing a model for the school's own self-study. The report has four parts. Part I describes how the quality criteria can be used for planning and implementation of school improvement initiatives at a school site. Part II is a guide to be used by schools in conducting a self-study. Part III describes the methodology and procedures of program quality review (PQR), the application of the quality criteria to the school's curricular and instructional program, and the means by which suggestions in the Report of Findings might be developed. Part IV contains the criteria that consist of narrative statements portraying the central features of high quality, followed by a series of concrete descriptions indicative of each quality. A review team may consist of persons who are outside the district, as is the case in a formal PQR, or the team may be made up of school staff and parents who wish to conduct an informal self-study. (SI)

ED 308 651 EC 220 515

*Hayden, Alys M.; Tomporowski, Phillip D.*

The Effects of a Shift in Background Event Rate on the Vigilance Performance of the Mentally Retarded.

PUB DATE- Nov 88

NOTE- 27p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Louisville, KY, November 8-11, 1988).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- Adults; Attention; *Attention Span; Comparative Analysis; *Memory; *Mental Retardation; *Performance Factors; Time Perspective; Visual Stimuli

IDENTIFIERS- *Vigilance Performance

This research study evaluated the effects of memory demand on sustained attention, by varying the time interval between the presentations of stimuli in a cognitive vigilance task. Sixteen retarded and 16 nonretarded adult observers performed four 60-minute visual vigilance tasks in which single digits were presented sequentially and successively at either a high rate (30 events per minute) or a low rate (15 events per minute). During two of the four tests, the event rate presented during the initial 30 minutes was shifted without warning to the alternate event rate for the final 30 minutes. Results of the study indicated the presence of a vigilance decrement in the performance of retarded observers during both event rate conditions. Retarded adults detected fewer targets and made many more false alarm responses than did nonretarded adults. It is concluded that educational programs need to be aware that adults with mental retardation attend to crucial information less often than the nonretarded, and they tend to make more false positive responses. (JDD)

*Trueman, Mary*
Training of Older Workers in Canada. Training Discussion Paper No. 22.
**International Labour Office, Geneva (Switzerland).**
REPORT NO.- ISBN-92-2-106903-6
PUB DATE- May 89
NOTE- 42p.; Edited by the Training Policies Branch.
AVAILABLE FROM- ILO Publications, International Labour Office, CH-1211, Geneva 22, Switzerland.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Adult Education; *Age Discrimination; Aging (Individuals); *Dislocated Workers; *Employment Problems; Foreign Countries; *Job Training; *Middle Aged Adults; Public Policy; Retirement
IDENTIFIERS- *Canada; *Older Workers

Canadians aged 55 or older are a growing proportion of the population. Involuntary unemployment among older workers is gaining attention as an urgent social problem. The special training needs of older workers and retired individuals have received increasing recognition in Canada. However, concern expressed in the media and in government discussion papers has been slow to translate into policies and programs, particularly programs for those who require training in job skills. Conflicting claims about the willingness of older workers to undertake training may be explained by insufficient encouragement to participate in training programs or an unresolved policy debate at the federal level concerning whether these workers should be encouraged to retrain at all. Although there is yet little public policy on training or retraining older workers, some interesting pilot projects are being conducted in the field. Manitoba's Job Training Program for Tomorrow offers wage assistance to encourage creation of positions with on-the-job training. Transitions, an Ontario program, offers a training credit to cover a specified amount of training expenses. Federal programs include the Canadian Jobs Strategy, an umbrella program, and the National Labour Market Innovations Program. Training for older workers aimed at enhancing retirement seems less problematic. University courses and programs are not generally liked by older workers who feel unwelcome. (78 references) (YLB)

ED 308 313 CE 052 686

*Behymer, Jo*
Handbook for Instructors Involving Vocational Advisory Groups in Program Improvement.
**Missouri Univ., Columbia. Dept. of Practical Arts and Vocational-Technical Education.**
SPONS. AGENCY- Missouri State Council on Vocational Education, Jefferson City.
PUB DATE- 85
NOTE- 70p.
AVAILABLE FROM- Instructional Materials Laboratory, 10 Industrial Education Bldg., University of Missouri-Columbia, Columbia, MO 65211.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Administrator Guides; *Advisory Committees; *Board Administrator Relationship; *Educational Administration; Educational Planning; Educational Policy; Governing Boards; *Participative Decision Making; Policy Formation; School Administration; *School Community Relationship; Secondary Education; Vocational Education

Intended to help vocational instructors and administrators involve local advisory councils in improving the quality of vocational programs, this handbook provides information on the role of councils and makes specific suggestions on how administrators and instructors can prepare for council meetings and obtain feedback from council members. The handbook consists of these sections: (1) an introduction that explains what the handbook attempts to do; (2) a section that explains the structure of local advisory councils, including administrative councils, general advisory councils, and ad hoc advisory councils; (3) a description of vocational instructional program advisory councils; (4) a section on procedures for establishing an advisory council, including information on the charter or constitution, bylaws, the selection of members, the size of the council, the members' terms of service, the orientation of new members, and the selection and duties of officers; (5) advice on how to plan and conduct council meetings and how to develop a plan of work to be accomplished by the council; (6) a section on how to recognize members' accomplishments, including a sample certificate; (7) a section on selective activities for regular meetings regarding program objectives, competencies, equipment and facilities, student services, public relations, and instructor inservice training; and (8) a section on administrative response. The document concludes with a list of three resources and nine references. (CML)

ED 308 327 CE 052 706

*Winterbauer, Nancy; Manning, Doris E.*

A Study of Vocational Education Follow-Up Procedures.

**Northern Arizona Univ., Flagstaff. Center for Vocational Education.**
SPONS. AGENCY- Arizona Occupational Research Coordinating Unit, Phoenix.
PUB DATE- Mar 84
NOTE- 46p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Community Colleges; Data Analysis; *Data Collection; *Educational Planning; Postsecondary Education; *Program Improvement; Research Methodology; Research Problems; Secondary Education; *Statewide Planning; *Vocational Education; *Vocational Followup
IDENTIFIERS- *Arizona

A study of Arizona vocational education follow-up systems was designed to survey problems in and promising practices for developing information systems to provide useful data for decision making. Interviews with state, county, college, and school district personnel revealed that the major problem faced by those conducting follow-up studies at both secondary and postsecondary levels was to get sufficient returns (60-80 percent). Solutions to this problem include keeping addresses of students current, motivating students and schools to participate, and using questionnaires that elicit the requested information. Other problems that the study found were clarification of definitions for "program," "completer," and "leaver," and the distribution of reports to decision makers and target audiences. Because the study found that the current vocational education student follow-up system is centralized and has a response rate of 16-19 percent, recommendations for improving the system include the following: (1) the system should be decentralized to involve local school districts, with questionnaires mailed from and returned to the school the student attended; (2) a student orientation to the follow-up process should be conducted prior to the student's leaving school; (3) the state should continue to design the questionnaire, compile the data, and report the results; and (4) the decentralized system should be pilot tested before statewide implementation and after definitions have been clarified. (Thirty-four references are listed.) (KC)

ED 308 384 CE 052 809

Directions for the Future: A Student Personnel Services Handbook. Student Personnel Services Officer.

**New Orleans Public Schools, La.**

SPONS. AGENCY- Louisiana State Dept. of Education, Baton Rouge. Div. of Vocational Education.

PUB DATE- 23 Jun 87

NOTE- 180p.; Document is printed on colored paper.

LANGUAGE- English

EDRS Price - MF01/PC08 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- *Career Counseling; *Competency Based Education; Counseling Services; *Guidance Personnel; *Guidance Programs; *Pupil Personnel Services; *Pupil Personnel Workers; Secondary Education; Vocational Education

IDENTIFIERS- Louisiana

Intended to help improve the counseling services offered vocational education students in Louisiana, this handbook includes a compilation of the strategies used by student personnel officers throughout the state to meet the needs of students and industry. The strategies appear as part of a sample implementation plan for a comprehensive, competency-based vocational guidance program. The plan deals with competencies from five goal areas (recruitment, assessment, employability training, placement, and follow-up). The handbook also includes these elements: a rationale for a new direction, which describes the new program and the student personnel officer's role in it; a graphic representation of a conceptual model of student personnel services at Louisiana vocational-technical schools; a short narrative entitled Philosophy of Student Personnel Services in the Louisiana Vocational-Technical System; and an inventory of the results of a needs assessment used to determine how important students, community members, and others think each program competency is. (CML)

ED 308 413 CE 052 855

*Forest, Laverne B.; And Others*

Connections. Clientele Problems, Long-Range Plans, Major Programs. A "How To" Handbook for Developing Extension Long-Range Plans and Major Programs.

**Wisconsin Univ., Madison, Univ. Extension.**
SPONS. AGENCY- Extension Service (DOA), Washington, D.C.
PUB DATE- Apr 86
NOTE- 60p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adult Education; Educational Objectives; *Extension Education; *Long Range Planning; Master Plans; *Needs Assessment; Program Content; *Program Development

This handbook is designed to aid the extension state director in determining high priorities, allocating resources, and planning future programs. It has four sections. Section I provides a clear definition of long-range plans and their relationship to major programs. Section II is for extension staff with responsibilities for identifying emerging issues, needs, and concerns; for making program and resource decisions; and for applying practical methods to result in effective long-range plans. It describes the six phases in developing long-range plans: identify a core planning team; develop a plan for planning; use existing background information; involve lay citizens and other nonextension professionals; determine high priority problems; and communicate and use planning decisions. Section III provides a process to develop major programs or decide the content. This section is organized according to what is needed in the eventual product, the written narrative text describing each major problem plan in the state plan of work. To develop programs, attention must be paid to the: situation, objectives, action, and evaluation. Section IV offers suggestions on preparing the major program plan form. It provides easy-to-use tools and sample forms for writing the narrative plan and the statistical and summary page. (YLB)

ED 308 440 CG 021 765

*Jaranson, James M.*
Psychotherapeutic Medication in the Treatment of Refugees.
**Minnesota Univ., Minneapolis. Refugees Assistance Program - Mental Health Technical Assistance Center.**
SPONS. AGENCY- National Inst. of Mental Health (DHHS), Rockville, MD.
PUB DATE- Apr 88
NOTE- 34p.
CONTRACT- NIMH-278-85-0024-CH
AVAILABLE FROM- Refugee Assistance Program--Mental Health Technical Assistance Center, University of Minnesota, Box 85, Mayo, Minneapolis, MN 55455.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Anxiety; *Cultural Differences; Depression (Psychology); *Drug Therapy; *Drug Use; Emotional Disturbances; *Mental Disorders; Pharmacology; Psychophysiology; Psychosis; *Psychotherapy; *Refugees; Sedatives; Stimulants
IDENTIFIERS- Refugee Assistance; *Refugee Mental Health

This paper is an overview of issues and findings in the use of medication to treat mentally ill refugees. The introductory background section briefly discusses the development of interest in ethnic differences in response to psychotropic drugs. The second section highlights the results of research literature on the use of the following kinds of drugs with Asian refugees: antidepressant medication, antipsychotic medication, anti-anxiety medication, and lithium. The paper goes on to assess some of the methodological difficulties in conducting sound research and to review possible explanations for ethnic differences in response to psychotropic drugs, including genetic and environmental considerations along with biological, psychological, and socio-cultural considerations. The issue of noncompliance with prescribed medications is also addressed, general principles of clinical treatment are outlined, and recommendations for research are offered. References are included. (TE)

*Loupe, Diane E.*
Storming and Defending the Color Barrier at the University of Missouri School of Journalism: The Lucile Bluford Case.
PUB DATE- Aug 89
NOTE- 22p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (72nd, Washington, DC, August 10-13, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Historical Materials (060) Reports - Research/Technical (143)
DESCRIPTORS- Black History; *College Segregation; Court Litigation; *De Jure Segregation; *Educational Discrimination; Higher Education; *Journalism History; Racial Integration; Selective Admission
IDENTIFIERS- Journalism Schools; Plessy v Ferguson; University of Missouri Columbia

In the case of Lucile Bluford, a respected Black woman journalist applying for admission to the University of Missouri School of Journalism in 1939, an examination of the archives and records, newspaper and magazine articles, scholarly works on the case, and an interview with Miss Bluford makes it clear that University of Missouri officials were preoccupied with maintaining the separation of the races. The dean of the School of Journalism and state legislators worked to establish a separate (but clearly unequal) School of Journalism at Lincoln University so that Black students would not have to be admitted to the University of Missouri. The color barrier was broken in 1950. Fifty years after being turned away, Lucile Bluford was awarded an honorary doctorate of the humanities. (Ninety-seven notes are included.) (RS)

ED 308 547                                      CS 211 976

*Temple, Charles; And Others*
The Beginnings of Writing. Second Edition.
REPORT NO.- ISBN-0-205-11107-6
PUB DATE- 88
NOTE- 270p.
AVAILABLE FROM- Order Department, Allyn and Bacon, Inc., 200 Old Tappan Rd., Old Tappan, NJ 07675 ($21.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Language Enrichment; Preschool Education; Primary Education; Spelling; Teacher Role; *Writing Instruction
IDENTIFIERS- *Beginning Writing; *Childrens Writing; Emergent Literacy; Print Awareness; Whole Language Approach; Writing (Process Approach); Writing Development

Emphasizing the constructive role teachers pay in children's literacy development, this book provides a clear and richly illustrated description of children's writing development from preschool through approximately fourth grade. The book, divided into the three sections covering beginning writing, spelling, and composition, consists of the following chapters: (1) "A Child Discovers How to Write"; (2) "The Precursors of Writing"; (3) "Features of Children's Early Writing"; (4) "What Children Do with Early Graphics"; (5) "Invented Spelling"; (6) "Learning Standard Spelling"; (7) "Making Progress in Spelling"; (8) "The Functions and Forms in Children's Composition"; (9) "Writing in the Poetic Mode"; (10) "Approaching the Transactional Mode"; and (11) "Writing: The Child, the Teacher, and the Class." The epilogue is entitled "Playing with Literature and Language: Amy's Story." An appendix provides information on publishing possibilities for children's writing, and a section on suggestions for further reading is included. (MM)

ED 308 576 EA 021 037

*Wiley, James R.*
Energy Management: Maintaining a Cost Effective, Quality Environment for Learning. A Case Study of Program Development and Operation.
PUB DATE- 4 Oct 88
NOTE- 13p.; Excerpted from a presentation at the Annual Meeting of the Association of School Business Officials for the U.S. Department of Energy, Region 5 (Detroit, MI, October 4, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Automation; *Budgeting; *Building Operation; Climate Control; Cost Effectiveness; Elementary Secondary Education; Energy Conservation; *Energy Management; *Fuel Consumption; *School Buildings; *Utilities
IDENTIFIERS- *Akron Public Schools OH

Analyzed is the energy management program implemented in 1984 at the Akron Public Schools of Ohio. The program was implemented to address the problems of rising utilities costs and uncontrollable energy use. Background information ranging from simple attendance statistics to the utilities budget are provided as well as the procedure for choosing an automation system and contractor. Reflected upon is the adequacy of the school district's specifications concerning the program and automation system operations. Costs have decreased with subsequent installations of newer technology. In comparing energy consumptions and costs each year, substantial reductions have been made in both natural gas and electric usage. The report shows the success of the program's original goals and reveals additional coincidental benefits. (SI)

ED 308 678 EC 220 551

*Middleton, Helene; And Others*

The Scale of Independent Behavior and Revised Vineland: A Comparison Study.

PUB DATE- 12 Aug 88

NOTE- 19p.; Paper presented at the Annual Meeting of the American Psychological Association (Atlanta, GA, August 12, 1988).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Adaptive Behavior (of Disabled); *Behavior Rating Scales; Comparative Analysis; Early Childhood Education; *Handicap Identification; *Mental Retardation; Student Evaluation; *Test Validity

IDENTIFIERS- *Scales of Independent Behavior; *Vineland Adaptive Behavior Scales

The relationship between the Scales of Independent Behavior (SIB) and the Vineland Adaptive Behavior Scale (VABS) was investigated, with 53 children as subjects. Specifically, the study sought to examine the convergent and discriminant validities of the long forms of the SIB and the VABS and to ascertain the accuracy of classification of intellectually handicapped children using these two instruments. The subjects, aged 3 to 7, were classified as being behaviorally handicapped, communication disordered, slow learners, mildly intellectually handicapped, or moderately to severely intellectually handicapped. Analysis found evidence of convergent validity between the two instruments in the measurement of adaptive behavior. Scales measuring personal living skills exhibited excellent convergent validity and fair discriminant validity; communication skills scales exhibited good convergent validity and fair discriminant validity; and domestic skills and socialization skills scales exhibited poor convergent and poor discriminant validities. Motor skills scales had such low convergent validity that discriminant validity was not examined. Other variables critical in test selection were also examined, including administration time, interview format, interrater reliability, and the number of scales which significantly discriminate between intellectually handicapped and non-intellectually handicapped. (JDD)

ED 308 285 CE 052 549

*Campbell, Pat*
An Annotated Bibliography of Adult Literacy Resources.
**Edmonton Public Schools, Alberta.**
SPONS. AGENCY- Alberta Dept. of Advanced Education, Calgary.
PUB DATE- 88
NOTE- 103p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Adult Basic Education; *Adult Literacy; *Adult Reading Programs; *Basic Skills; Foreign Countries; Functional Literacy; Functional Reading; Minimum Competencies; *Reading Instruction; Reading Skills
IDENTIFIERS- Alberta

Intended for the Literacy Coordinators of Alberta, this annotated bibliography reflects the needs of the PROSPECTS Adult Literacy Program clientele; therefore, it does not include resources for native learners and includes only resources available at the PROSPECTS library and the Edmonton Public Schools' adult literacy library. One hundred fifty-three resources are described. All but three of them are publications. Twenty-nine concern the topic of everyday living skills. Sixty are described under a heading called "Reading." Sixty-one are workbooks, and three are video programs. The annotations typically include evaluative comments. Criteria

that guided the evaluations included the following questions: (1) Is the readability level below grade 9? (2) Is the language suitable for adult readers? (3) Does the book have an adult-like appearance? (4) Will the amount of print on the page overwhelm the adult literacy reader? (5) Are the illustrations appropriate for use with adults? (6) Do the exercises reflect current knowledge about the reading process? (7) Are the workbooks and reading based on the interactive reading process model of reading? and (8) Is the content Canadian? The names and addresses of the publishers whose products are annotated are included, as is a glossary. (CML)

ED 308 516 CS 211 918

Newspapers and Literacy: "...That All May Read." Press To Read.
**American Newspaper Publishers Association, Washington, D.C.**

PUB DATE- Jul 89
NOTE- 31p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Community Education; Educational Resources; English (Second Language); Fund Raising; *Newspapers
IDENTIFIERS- National Newspaper Literacy Day; *Newspaper in Education Program

This pamphlet is designed to shed new light on opportunities for newspapers to help more people learn to read. For newspapers already involved in literacy education, the pamphlet suggests ways to enhance existing programs. The pamphlet contains information on community awareness, coalition building, workplace tutoring, funding, Newspaper in Education (NIE), English as a Second Language, and National Newspaper Literacy Day. Resources are included for newspaper organizations, national support organizations, instructional organizations, literary resource materials, and literacy funding by major national newspaper organizations. (MS)

ED 308 607 EA 021 106

*Earl, Julia C.*
A Look at Self-Insurance through Pooling and Capital Market Funding.
PUB DATE- May 89
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Bond Issues; Capital; *Educational Finance; Elementary Secondary Education; *Financial Support; *Insurance; *School Districts
IDENTIFIERS- *Self Insurance

One alternative to the insurance crisis faced by school districts is self-insurance, either through pooling or capital market funding. After a brief discussion of the insurance issue, research and literature dealing specifically with self-insurance through pooling and capital market funding are described. Finally, an assesment is made of the various alternatives, and several considerations are presented. In the ideal situation, self-insurance is established on an individual basis through market funding. Pools are a viable alternative if the pools are set up and managed carefully. The best funding method for self-insurance programs, whether independent or pools, is to capitalize the program through a bond issue. The one threat in the capital market approach is the catastrophic claim that might occur. It is recommended that self-insurance progams be carefully researched, designed, and managed. (14 references) (SI)

ED 308 563 CS 506 726

*Jensen, Dwight William*
Magazine Coverage of Issues of Nuclear Warfare.
PUB DATE- Aug 89
NOTE- 29p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (72nd, Washington, DC, August 10-13, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Historical Materials (060)
DESCRIPTORS- Content Analysis; *Mass Media Effects; *Mass Media Role; Media Research; Modern History; *Nuclear Warfare; *Periodicals; Political Issues; Popular Culture; *Press Opinion; *Public Opinion; Social Attitudes; United States History; World Problems
IDENTIFIERS- Cold War; Readers Guide to Periodical Literature

To see whether the subject matter of magazines of general circulation and the subject matter of public concern coincide, a study examined the volume of coverage of United States-Soviet relations, communism, and issues of nuclear warfare between the two nations in twentieth century popular magazines. The "Reader's Guide to Periodical Literature" in its 1945-47 volume and the August volumes for each fifth year before and after 1945, extending from 1900 through 1985, yielded the raw material for the study. The numbers of entries listed under each of the selected references were counted, and subject headings that applied were selected and organized into graphs. Findings showed that, as far as the American public is concerned, communism long ago ceased to be a threat; the cold war ended many years ago except as a matter of political rhetoric; and the primary issue today is the cessation of nuclear tension. (Two tables of data, 117 graphs, and 15 notes are included.) (MS)

ED 308 592 EA 021 085

*Achilles, C. M.*
Building Principal Preparation Programs on Theory, Practice and Research.
PUB DATE- 11 Aug 85
NOTE- 28p.; Paper presented at the Annual Meeting of the National Conference of Professors of Educational Administration (Starkville, MS, August 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administrator Education; Elementary Secondary Education; Higher Education; *Management Development; *Principals; *Supervisor Qualifications

This paper advocates that principal preparation programs should be designed on traditional bases. By reviewing existing literature, this article suggests that exemplary principal preparation programs should be founded on a combination of research data, theory, and practice or craft knowledge, and that the contributions of each should be made explicit. In this way the exact blend of each of these three components will be known and can be manipulated as a means of program development and change. (JAM)

ED 308 623 EA 021 123

State Education Performance Chart, Supplement: Student Performance and Resource Inputs, 1987 and 1988.

**Department of Education, Washington, DC. Office of Planning, Budget, and Evaluation.**
PUB DATE- 89
NOTE- 2p.; An oversize wall chart measuring 32 inches by 36 inches. For main chart, see EA 021 122; for press release, see EA 021 124.
AVAILABLE FROM- U.S. Department of Education, Office of Planning, Budget, and Evaluation, Planning and Evaluation Service, Room 3127, FOB-2, 444 Maryland Avenue S.W., Washington, DC 20202 (free).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Achievement; Attendance Patterns; *Charts; *Educational Change; Educational Improvement; Elementary Secondary Education; Graduation; Intervention; *School Statistics; Standardized Tests; *Tables (Data); Teacher Student Ratio
IDENTIFIERS- *State Education Performance Chart

The sixth annual "State Education Performance Chart, Supplement" compares the 50 states and the District of Columbia across 24 variables arranged in 2 groups: student performance and resource inputs. The variables are a subset of those used by the main chart. Comparisons are made between 1988 and 1987 data for most variables, or between the latest 2 years when 1988 data are not available.

ED 308 665　　　　　　　　EC 220 529

*Sitlington, Patricia L.; Easterday, Joseph R.*

An Analysis of Employer Incentive Rankings Relative to the Employment of Retarded Persons. Working Paper 85-6. COMPETE: Community-Based Model for Public-School Exit and Transition to Employment.

**Indiana Univ., Bloomington. Center for Innovation in Teaching the Handicapped.**

SPONS. AGENCY- Indiana State Dept. of Mental Health, Indianapolis.; Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 85
NOTE- 26p.; For related documents, see EC 220 524-535.
GRANT- G008430112
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adults; *Employer Attitudes; Employment Qualifications; Entry Workers; *Incentives; Job Skills; *Mental Retardation; *Personnel Evaluation; *Personnel Selection
IDENTIFIERS- Competitive Employment (Disabled); Supported Work Programs

The purpose of Project COMPETE is to use previous research and exemplary practices to develop and validate a model and training sequence to assist retarded youth to make the transition from school to employment in the most competitive environment possible.

The study reported in this project working paper sought to identify potential factors that affect employers' decisions to hire mentally retarded workers. Six occupational clusters were targeted: food service, custodial/janitorial, housekeeping, laundry work, groundskeeping, and general labor, and representatives from 84 employers agreed to be interviewed. Interviews were conducted with individuals responsible for hiring personnel. In the interviews, employers were asked to specify the degree to which a list of factors would affect their willingness to hire a retarded person. The five incentives ranked highest in having an affect included: probability of regular attendance, ongoing availability of person to call for assistance, high probability of long-term employment, availability of person for on-site training, and pre-job training. The two lowest incentives were subminimum wage and tax credits. Remaining factors (civic responsibility, positive public relations, and funded on-the-job training) may affect willingness to hire. Also examined were employer responses by occupational cluster. (JDD)

ED 308 342 CE 052 727

*Harman, David*

Turning Illiteracy Around: An Agenda for National Action. Working Paper No. 2.

**Business Council for Effective Literacy, New York, NY.**
PUB DATE- May 85
NOTE- 57p.; For the companion document--Working Paper No. 1, see CE 052 726.
AVAILABLE FROM- Business Council for Effective Literacy, 1221 Avenue of the Americas, 35th Floor, New York, NY 10020 ($10.00 for the set of two companion working papers).

LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Basic Skills; Communication Skills; *Functional Literacy; *Literacy Education; *Voluntary Agencies; *Volunteers
IDENTIFIERS- Laubach Literacy Action; Literacy Volunteers of America Inc; Workplace Literacy

This document takes a comprehensive look at the resources, problems, and needs of the literacy field and focuses on the long-term requirements for expanding literacy services and ensuring high quality instruction in the United States. (A major conclusion is that the present system, with proper funding and other resources, has the capacity to expand its present service level from about 5 million to 10-15 million persons annually.) The first chapter analyzes what constitutes literacy in the United States today. The second chapter, entitled "Teaching the Functionally Illiterate: A Map of Programs and Providers," includes sections on the following topics: federal programs; Laubach Literacy Action and Literacy Volunteers of America; community development agencies, churches, and community colleges; business and labor; public schools; interpreting the figures; participation; curricula and instructional approaches; professionalism; and future needs. The third chapter covers the provision of literacy instruction through a discussion of outreach and recruitment, curriculum, teachers, facilities, costs, volunteers, and future needs. In the last chapter, recommendations are given for short-term supports, short-term operations, long-term supports, and long-term operations. A list of 10 references concludes the document. (CML)

ED 308 356 CE 052 762

# Project REWARD (Re-entering Education with a Real Determination). Annual Report.

Elizabethtown Community Coll., Ky.
SPONS. AGENCY- Kentucky State Dept. of Education, Frankfort. Office of Vocational Education.
PUB DATE- 1 Jul 87
NOTE- 40p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; *Basic Skills; Career Education; *Communication Skills; Community Colleges; *Displaced Homemakers; Divorce; Economically Disadvantaged; Educational Counseling;

Employment Potential; Goal Orientation; Job Skills; Money Management; Motivation; *One Parent Family; *Student Educational Objectives; Time Management; Two Year Colleges

Project REWARD (Reentering Education with a Real Determination) was designed to serve the single parent or homemaker with income below the poverty level who was interested in furthering his/her education. The project goals were to give instruction and encouragement in motivation, basic skills, communication skills, time and money management, career opportunities, and employment skills. Project participants included 14 new and 6 returning applicants. They were provided instruction in typing and word processing, written communication, and basic mathematics and calculating as well as information on financial aid for vocational educational programs. Other areas of instruction included basic study skills, enhanced self-esteem and confidence, value clarification, goal orientation, and interpersonal and assertiveness skills. Funds were also provided for child care, transportation, and tuition and books for one class at Elizabethtown Community College (Kentucky). (Appendixes include publicity items and example forms used in the project.) (YLB)

ED 308 371 CE 052 794

*Barkley, Margaret; Dillon, Nancy*

Nutrition Aide. Curriculum. Competency-Based Vocational Education Instructional Materials.

**Northern Arizona Univ., Flagstaff. Center for Vocational Education.**
SPONS. AGENCY- Arizona Occupational Research Coordinating Unit, Phoenix.
PUB DATE- Jun 84
NOTE- 339p.; Portions printed on colored paper.
LANGUAGE- English

EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Behavioral Objectives; Competency Based Education; Dietetics; *Dietitians; Food; *Food Service; Foods Instruction; *Independent Study; Individual Instruction; Job Skills; Learning Modules; *Nutrition; Nutrition Instruction; *Occupational Home Economics; *Pacing; Postsecondary Education; Secondary Education; State Curriculum Guides

This curriculum guide provides materials for a course to prepare students for the occupation of nutrition aide. Fifteen modules are provided. They are self-contained and require little effort on the instructor's part aside from scoring posttests and providing equipment. Each module consists of a cover sheet that details job skills, performance objectives, and materials needed; pretest; information sections; and activities. Posttests are intended to be kept by the instructor and administered to students when they are prepared to be tested on their mastery of the module contents. Answer keys for all activities, the pretest, and the posttest are provided. A list of sources concludes each module. Module topics are as follows: create a safe environment; sanitary food preparation techniques; clean and sanitize work and storage areas; identify relationship between health and nutrition; coordinate food order; prepare beverages; prepare special diet orders; arrange dining room for service; perform sidework; perform table cleaning and clearing duties; arrange serving area for tray service; serve patients/clients; demonstrate good communication skills; exhibit maturity in most work situations; and develop job procurement skills. (YLB)

ED 308 400                                    CE 052 835

*Naylor, Michele*

Retaining At-Risk Students in Career and Vocational Education. ERIC Digest No. 87.

**ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.**

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

REPORT NO.- EDO-CE-89-87

PUB DATE- 89

NOTE- 3p.

CONTRACT- RI88062005

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)

DESCRIPTORS- *Academic Persistence; *Dropout Prevention; *Dropout Programs; Dropout Research; *Dropouts; *High Risk Students; High Schools; *School Holding Power; Student Attrition; Vocational Education

IDENTIFIERS- ERIC Digests

This practice-application digest addresses what vocational education can do to reduce the almost 30 percent dropout rate among U.S. students. The first section describes factors that place students at risk, focusing on factors included in the Wisconsin Department of Public Instruction's definition of the term "at-risk." In the next section, the digest cites research that indicates vocational instruction compares favorably to the characteristics of nine model dropout prevention programs; however, vocational educators should motivate at-risk students by shifting their programs from a subject-focused to a career-focused curriculum. The document lists the set of characteristics shared by successful dropout prevention programs and describes two program models (the school-within-a-school program and the integrated learning environment). The key components of successful dropout prevention programs (development of administrative, community, family, and funding support and development of a program geared toward the special needs of at-risk students) and a citation for detailed recommendations in the literature are included. Recommendations for structuring classrooms offer practical advice on teaching style, curriculum, students' learning style, classroom organization and management, and evaluation and assessment. The document includes four references. (CML)

ED 308 428                                        CG 021 750

*Peterson, Susan C.; Deinard, Amos S.*
Directory of Refugee Mental Health Professionals and Paraprofessionals.

**Minnesota Univ., Minneapolis. Refugees Assistance Program - Mental Health Technical Assistance Center.**
SPONS. AGENCY- National Inst. of Mental Health (DHHS), Rockville, MD.
PUB DATE- 89
NOTE- 305p.
CONTRACT- NIMH-278-85-0024-(CH)
AVAILABLE FROM- Refugee Assistance Program--Mental Health Technical Assistance Center, University of Minnesota, Box 85, Mayo, Minneapolis, MN 55455.
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Caseworkers; Consultants; *Counselors; *Professional Personnel; Psychiatric Services; *Psychiatrists; *Psychologists; *Refugees; Social Workers; *Specialists
IDENTIFIERS- Refugee Assistance; *Refugee Mental Health

This directory lists refugee mental health proessionals and paraprofessionals alphabetically by state and profession. Each entry provides the person's name, home and office address, and day and night telephone numbers. Thereafter, the person's area of expertise, related experience, and additional activities are listed, followed by types of counseling used, populations the person has worked with, degrees, and United States licenses. The following section lists the person's ethnicity and languages spoken, written, and read, while the last section indicates the person's attitude toward relocation, whether or not he or she is willing to serve as a consultant, and his or her desired salary range. (TE)

ED 308 455 CG 021 797

*Frith, V. Gaye; Yellen, Penny*
Winnipeg Boys and Girls Clubs Inc. P.A.C.E. (Preparation and Access to Continuing Employment) Program.
PUB DATE- 25 Jan 89
NOTE- 12p.; Paper presented at the Annual Meeting of the National Consultation on Vocational Counselling (15th, Ottawa, Canada, January 24-26, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Career Counseling; *Employment Opportunities;

*Employment Programs; Foreign Countries; High Risk Persons; Program Effectiveness; *Welfare Recipients; *Young Adults
IDENTIFIERS- Canada

Winnipeg Boys and Girls Clubs Inc. is a private, voluntary, non-profit, human service group which provides disadvantaged children and youth of diverse social and cultural backgrounds with a safe and challenging environment and the experiences to acquire the skills which will enable them to become responsible and participating adults. Special projects funding has been used to develop a wide range of employment and pre-employment programs to address the need of young people who are functioning at well below an employment level. The Winnipeg group was chosen to develop and deliver the Preparation and Access to Continuing Employment Program (PACE) for youth under the Social Assistance Recipients Diversion Fund Program. The target group for the program are social assistance recipients ages 18 to 24. Participants are referred from social assistance case workers and screened for eligibility, training/employment history, and potential for benefit. The PACE program was designed to be competency-based, learner-centered and structured to provide as much flexibility as possible to meet individual needs. A high staff/participant ratio was used. Of the participants in the first program, 38 percent were employed full-time. With approximately 3 months left in the second program, 18 percent had been placed with employers, and 12 percent were seeking placements. (ABL)

ED 308 469 CS 009 687

*Noyce, Ruth M.; Christie, James F.*
Integrating Reading and Writing Instruction in Grades K-8.
REPORT NO.- ISBN-0-205-11815-1
PUB DATE- 89

NOTE- 309p.
AVAILABLE FROM- Allyn and Bacon Order Dept., 200 Old Tappan Rd., Old Tappan, NJ 07675 ($17.25).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Content Area Reading; Elementary Secondary Education; *Reading Instruction; Reading Research; Reading Strategies; *Reading Writing Relationship; Teaching Methods; Theory Practice Relationship; *Writing Instruction
IDENTIFIERS- Content Area Writing; Emergent Literacy; Writing Strategies

To help integrate reading and writing in grades K-8, this book presents teaching strategies that reflect the most recent classroom-based research. The book is divided into the following eight chapters: (1) "Why Integrate Reading and Writing Instruction? An Overview"; (2) "Making Early Connections: Promoting Emergent Literacy"; (3) "Using Reading in the Writing Process I: Prewriting"; (4) "Using Reading in the Writing Process II: Composing and Revising/Editing"; (5) Combining Writing with Traditional Reading Activities I: Prereading Readiness and Guided Reading"; (6) "Combining Writing with Traditional Reading Activities II: Skill Building"; (7) "Writing and Reading in Content Areas"; and (8) "Reading, Writing, and Oral Language." The book focuses on theoretical aspects of the reading/writing relationship and presents the basic rationale underlying each set of strategies. Most strategies are generic and adaptable for use at various grade levels. Each chapter contains strategy examples and recommended children's books. (MM)

ED 308 484 CS 009 711

*Holt, Sondra B.; O'Tuel, Frances S.*
The Effects of Sustained Silent Reading and Writing on Achievement and Attitudes of Seventh and Eighth Grade Students Reading Two Years below Grade Level.
PUB DATE- Apr 88
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Basal Reading; Grade 7; Grade 8; *Journal Writing; Junior High Schools; Reading Achievement; *Reading Attitudes; *Reading Programs; Reading Research; *Remedial Reading; *Sustained Silent Reading; Writing Evaluation
IDENTIFIERS- Gates MacGinitie Reading Tests

A study examined the effect of sustained silent reading and writing on the reading achievement, writing, and reading attitude of students reading two or more years below grade level. Subjects, 97 seventh graders and 104 eighth graders enrolled in a semi-rural, predominantly black, lower socioeconomic status, Southeastern school district, were split into control and experimental groups. The experimental group participated in a 10-week pilot sustained silent reading and writing program while the control group used a basal reading program. Results indicated seventh grade students in the experimental group scored significantly higher on measures of reading, writing, and attitudes toward reading than the control group. Results also indicated, however, that the eighth grade students in the experimental group scored significantly higher than the control group only on the writing measure. (Five tables and two figures of data are included.) (RS)

ED 308 500 CS 211 871

*Neuwirth, Christine M.; And Others*
The Comments Program: Computer Support for Response to Writing.
**Carnegie Mellon Univ., Pittsburgh, PA. Center for Educational Computing in English.**
REPORT NO.- CECE-TR-2
PUB DATE- Jan 88
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Research/Technical (143)
DESCRIPTORS- Audience Awareness; Computer Networks; *Computer Software; *Computer Uses in Education; Experimental Programs; Feedback; Freshman Composition; Higher Education; Interaction; Peer Evaluation; *Reader Response; Teacher Response
IDENTIFIERS- Computerized Techniques; Expository Teaching; Writing Strategies

This paper discusses "Comments," a computer tool developed to study computer support for response to writing. The paper presents two primary theoretical perspectives to support the use of response to writing in learning to write: (1) writing is a social act; and (2) writing is a skill whose acquisition requires more than one reader so that writers must grapple with different readings. The "Comments" program, as implemented with five classes of highly motivated, high ability freshmen students for three semesters at Carnegie Mellon University (Pennsylvania), is described in terms of intended audience, contribution to student needs, use of computers as compared to pen and paper technology, and software features. The impact of the "Comments" program is discussed with respect to using statistics, skill acquisition, student attitudes, and patterns of interaction. Four figures representing the "Comments" program and 20 references are attached. (NH)

ED 308 517 CS 211 922

*Thomas, Barbara J.*
Growing through Literature.
PUB DATE- Mar 89

NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescent Literature; English (Second Language); Ethnic Groups; High Schools; *Literature Appreciation; Motivation Techniques; Personal Narratives; Special Education; Student Interests; *Student Motivation; Urban Schools
IDENTIFIERS- Life Cycles

"Growing through Literature" is a curriculum using Joan M. and Erik H. Erikson's theory of the Life Cycle as a structure for selecting and teaching literature to inner-city high school students at Brighton High School in Massachusetts. The program consists of four component parts: Journals, Selected Stories, Discussion, and Autobiography. By viewing the film "Everyone Rides the Carousel" and reading short stories from "Child Development through Literature," students encounter fear, anger, jealousy, compassion, courage, and values directly related to everyday life and relationships. Teachers of English as a Second Language, Special Education, and Theater Arts have been able to adapt this program to meet their needs. (NH)

ED 308 533 CS 211 951

*Lueck, Therese L.*
Text of the Women's Columns in the "St. Louis Post-Dispatch" of the Early 20th Century as an Example of the "Reproduction of Mothering."

PUB DATE- Aug 89
NOTE- 15p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (72nd, Washington, DC, August 10-13, 1989).

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Content Analysis; Discourse Analysis; Feminism; Journalism; *Journalism History; Media Research; *Newspapers; Sex Bias; *Sex Role; Social History
IDENTIFIERS- *Advice Columns; *Womens Media; Womens Suffrage

A qualitative interdisciplinary study examined mediated women's discourse in the form of the women's page of the "St. Louis Post-Dispatch" from the years 1915, 1920, and 1925. The material was subjected to qualitative content analysis. Findings indicated that women's advice columns mirrored the function of the mother for the culture by instructing her cultural daughter in her duties, often encouraging subversive reading of dominant discourse as a means for the daughter to negotiate a viable position in the patriarchal structure. Findings also indicated that such women's page discourse revealed more of a reversion to the indirectness of nineteenth century feminine influence than employment of direct public access to public discourse, which women ostensibly achieved with the vote. (Twenty-three notes are included.) (RS)

ED 308 548 CS 212 080

Classics, Folklore, and Mythology in the Classroom. Focused Access to Selected Topics (FAST) Bibliography No. 38.
**ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.**

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Oct 89
NOTE- 5p.
CONTRACT- RI88062001
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reference Materials - Bibliographies (131)
DESCRIPTORS- *Classical Literature; Creative Teaching; Elementary Secondary Education; *English Instruction; *Folk Culture; Literature Appreciation; *Mythology; Teaching Methods
IDENTIFIERS- *Classics (Literature); Literary Canon

This annotated bibliography contains 28 annotations (dating from 1975 to the present) on classics, folklore, and mythology. The bibliography provides (1) suggestions for teaching classics as part of the literary canon and relating those works to more recent literature, (2) resources on folklore that furnish the teacher with instructional possibilities for the integration of folklore into the curriculum, and (3) references on mythology that discuss the relation of myths to social functions, the use of classical mythology, and creative ways of teaching mythology. (MS)

ED 308 577 EA 021 051

*Parkin, Michael*
Action Research on Dropouts.
PUB DATE- Mar 89
NOTE- 8p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Action Research; *Dropout Rate; *Dropout Research; Foreign Countries; *Research Problems; Secondary Education; *Withdrawal (Education)
IDENTIFIERS- *Ontario

Dropout classification systems must be standardized, updated, and simplified to accurately reflect conditions of student departures from school; current, nonstandardized systems allow gathered data to be biased and of poor quality. Improvements will inform administrators of the specific causes behind students' early withdrawals--whether students drop out due to problems with boredom, social isolation, malice, maternity, or informal suspension--and eliminate from the dropout statistics, students who have left for steady employment, familial moves, or other educational opportunities. Telephone interviews with 958 students who exited the school system between October 1, 1986 and September 30, 1987, who had neither graduated nor transferred revealed that: (1) non-college-bound students make up 53 percent of the dropout rate; (2) two-thirds of all students leave school in midterm; (3) non-college-bound students are more likely to enter employment situations, while college-bound students pursue further education; (4) a number of dropouts were either informal suspensions or had been made to understand return was unwelcome; and (5) many did not know how to reenter school or were unaware of alternative education. Accurate data gathering would allow administrators to provide exit counselling, use alternatives to informal suspensions, and distribute exit packages that would advise students of available educational and community services. (KM)

ED 308 652 EC 220 516

*David, Carol*

Learning Experiences for Mentally Handicapped Students in a School Store.

PUB DATE- 9 Nov 88
NOTE- 14p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Louisville, KY, November 8-11, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Daily Living Skills; Elementary Education; *Food Stores; Money Management; *Multiple Disabilities; Parent Attitudes; *Severe Disabilities; Student Motivation; Teacher Attitudes; *Token Economy

A supermarket chain supplies a small grocery store in an elementary school in Jefferson County, Kentucky. The store program seeks to provide learning experiences for students, as they make selections, spend their earnings, and save for later purchases. Students with multiple handicaps and students with severe/profound handicaps shop in the store each week, spending their earnings from school attendance, homework completion, classwork completion, and appropriate behavior. The store serves as a motivation for some students, while at the same time it gives students an opportunity to learn appropriate behavior in a normal setting. Observations of the two groups of students showed varying degrees of independence in their shopping. Teacher interviews revealed that the school store program helped the students learn acceptable behavior skills, independent decision-making, and the value of money. A parent survey found that the majority of parents felt that their children were more interested in grocery shopping and had more knowledge of money after being involved in the school store program. (JDD)

ED 308 300 CE 052 668

*Sutter, Hannelore*
Training of Older Workers in the Federal Republic of Germany.
Training Discussion Paper No. 24.
**International Labour Office, Geneva (Switzerland).**
REPORT NO.- ISBN-92-2-106939-7
PUB DATE- May 89
NOTE- 24p.; Edited by the Training Policies Branch.
AVAILABLE FROM- ILO Publications, International Labour Office, CH-1211, Geneva 22, Switzerland.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Adult Education; Demography; *Employment; Foreign Countries; *Job Training; Labor Force Nonparticipants; Labor Market; *Older Adults; Preretirement Education; Retirement; Retirement Benefits; Retraining; *Unemployment
IDENTIFIERS- *Older Workers; *West Germany

Following tremendous growth in the population of West Germany until the early 1970s, the population stabilized with a slower birth rate but higher foreign immigration. The population is becoming increasingly older. About 28 percent of the German population is aged 55 or older; by the year 2030, this figure will be about 44 percent. In 1985, the employment rate among men in the age 55-60 group was 97 percent; in the 60-65 age group, it was only 11 percent. The trend to less employment for older adults has been continuing and accelerating for many years. Since 1984, several acts and agreements have facilitated the transition from employment to retirement. There are no training policies by the government, employers, associations, or other organizations dealing with the further training of older workers. Those statements that do exist usually relate to workers of all ages or to retirement activities. Older workers usually feel that training programs are not worthwhile at their age. In the field of further education for the time after retirement or at retirement there are many offers at all levels and on all subjects in which older people may be interested. Among them is a university program for preparing people for postemployment voluntary activities for elderly persons. Some seniors also are employed in developing countries through a government program. Only one training program is targeted at unemployed managers over 50 to train them to manage small companies; companies that hire them receive wage subsidies. (39 references) (KC)

ED 308 314 CE 052 687

*Huang, Wei-Chiao, Ed.*
Organized Labor at the Crossroads.
**Upjohn (W.E.) Inst. for Employment Research, Kalamazoo, Mich.**
REPORT NO.- ISBN-0-88099-075-9
PUB DATE- 89
NOTE- 164p.; Papers presented during the Annual Lecture-Seminar Series, Western Michigan University (24th, Kalamazoo, MI, 1987-1988).
AVAILABLE FROM- W.E. Upjohn Institute for Employment Research, 300 South Westnedge Blvd., Kalamazoo, MI 49007 ($9.95; hardcover, ISBN-0-88099-076-7: $16.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Reports - Research/Technical (143)
DESCRIPTORS- Collective Bargaining; *Employer Employee Relationship; *Labor Economics; *Labor Relations; Negotiation Agreements; Negotiation Impasses; *Quality of Working Life; *Scope of Bargaining; Union Members; *Unions; Work Environment

These papers are organized around the theme that labor unions in the United States, having suffered a precipitous decline in membership and influence, must reassess their past practices and strategies and seek new methods and solutions. Following an introduction by Wei-Chiao Huang, the document includes "Bargaining Realities: Responding to a Changing World" (Sharon P. Smith); "Innovation or Confrontation: Alternative Directions for American Industrial Relations" (Thomas A. Kochan and Joel Cutcher-Gershenfeld; "Organized Labor's Political Agenda: An Economist's Evaluation" (George E. Johnson); "The Promise of Profit Sharing" (Martin L. Weitzman); "The Changing Status of Unionism around the World: Some Emerging Patterns" (Richard B. Freeman); and "Evidence on U.S. Experiences with Dispute Resolution Systems" (Orley Ashenfelter). (CML)

ED 308 328 CE 052 707

*Romero, Vicki*
Analysis of Data on the Nature and Scope of Vocational Education Programs in Arizona.
**Northern Arizona Univ., Flagstaff. Center for Vocational Education.**
SPONS. AGENCY- Arizona Occupational Research Coordinating Unit, Phoenix.
PUB DATE- Mar 84
NOTE- 55p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Community Colleges; Data Analysis; *Data Collection; *Educational Planning; *Enrollment Rate; Postsecondary Education; *Program Improvement; Proprietary Schools; Secondary Education; *Statewide Planning; *Vocational Education
IDENTIFIERS- *Arizona

A study analyzed data on the nature and scope of vocational education programs in Arizona in order to supply information on the pool of trained workers produced annually by vocational education programs. The study examined data from secondary schools, community colleges, and proprietary schools to gain information about the numbers of people enrolled in vocational programs across the state. The study found that in 1981-82, more than 156,000 people were preparing for wage-earning occupations in secondary, postsecondary, and proprietary schools. In addition, more than 68,000 high school students were in vocational exploratory classes during the same period. The following recommendations for further study and improvement in existing vocational enrollment system were made: (1) a system to determine primary program goals of community college students should be developed and the data included in the vocational education data system; (2) full-time student equivalency should be collected by program at the community college level; (3) specific program definitions and codes should be adopted in order to establish consistent standardized program coding; and (4) all enrollments should be reported in a code that clearly specifies the program title. Implementation of these recommendations will allow the existing system to provide the data needed for planning. (Sixteen references and eight tables of enrollment data are appended.) (KC)

ED 308 385 CE 052 810

*Clarke, Lillian Wilson; And Others*

Implications and Recommendations for Instruction in Business Education Classes Relative to Types of Computers and Types of Software Used in Louisiana Post-Secondary Business Education Programs. Vocational Education Research.

**Southern Univ. in New Orleans, La.**
SPONS. AGENCY- Louisiana State Dept. of Education, Baton Rouge. Div. of Vocational Education.
PUB DATE- 2 Nov 88
NOTE- 63p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Business Education; *College Programs; *Computer Literacy; *Computer Oriented Programs; *Computer Science Education; Computer Uses in Education; *Educational Needs; Educational Planning; Higher Education; Program Improvement
IDENTIFIERS- *Louisiana

A study was conducted of the use of computers in business education programs in four-year publicly funded colleges and universities in Louisiana. The study was conducted to provide business educators with a practical reference on computer uses in postsecondary business education programs and to determine if the schools have long-range plans and means of implementing those plans for computer use. A 50-item questionnaire was developed and mailed to all business education department heads and faculty at four-year state-supported colleges and universities, with a response rate of 79 percent (56 questionnaires). Some of the findings of the study were the following: (1) to be computer literate, one must have a knowledge of computer terminology and concepts and have the ability to use computer programs; (2) adding or restructuring courses seemed to be the predominant means of incorporating computer instruction into business education curricula; (3) applications, tutorials, and drill/practice software packages were most often used; (4) vendors supplied equipment and materials but were used only nominally for computer instruction, placement, and follow-up; (5) graduates obtained employment based on computer skills; (6) certificates for computer training had little importance; and (7) administrative support of computer instruction is very important. Recommendations were made for increased planning and evaluation of computer instruction in business education. (67 references) (KC)

ED 308 414 CE 052 913

*Baran, Nancy H., Ed.*
Home Furnishings and Equipment. Money Management.
**Household Financial Services, Prospect Heights, IL. Money Management Inst.**
PUB DATE- 89
NOTE- 41p.; For related documents, see ED 306 394-395.
AVAILABLE FROM- Money Management Institute, Household International, 2700 Sanders Road, Prospect Heights, IL 60070 ($1.00; 10% discount on orders over $100.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; Consumer Economics; *Consumer Education; *Consumer Protection; *Electrical Appliances; Equipment; *Furniture; *Home Furnishings; *Money Management; *Purchasing

This booklet provides guidelines for buying major home appliances from ranges and refrigerators to washers and dryers, as well as wood and upholstered furniture, and bedding and floor coverings, with helpful charts to make selection easier. It begins with suggestions on how to furnish within one's means. Next, information on equipping the home with appliances is provided. The booklet then covers the how-tos of buying a phone, choosing a phone service, and purchasing a personal computer and video equipment. The section on furnishings discusses case goods, upholstered furniture, bedding, and floor coverings. The information and guidelines provided here focus on choosing quality and the relationship of quality to price. Other topics include shopping preliminaries, looking for bargains and economizing, buying used furnishings and equipment, and renting furnishings. Consumer information on product warranties, service contracts, and effective complaint handling is also included. Finally, trade associations, businesses, and government agencies that provide information on particular aspects of home furnishings and equipment are listed with their addresses. A listing is appended of some books and pamphlets that are available from these sources. (YLB)

ED 308 441 CG 021 766

*Berry, J. W.*
Understanding the Process of Acculturation for Primary Prevention.
**Minnesota Univ., Minneapolis. Refugees Assistance Program - Mental Health Technical Assistance Center.**
SPONS. AGENCY- National Inst. of Mental Health (DHHS), Rockville, MD.
PUB DATE- Mar 88
NOTE- 29p.
CONTRACT- NIMH-278-85-0024-CH
AVAILABLE FROM- Refugee Assistance Program--Mental Health Technical Assistance Center, University of Minnesota, Box 85, Mayo, Minneapolis, MN 55455.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Acculturation; Asian Americans; Cambodians; Laotians; *Mental Health; Migration; Psychological Patterns; *Refugees; *Relocation; *Social Integration; Sociocultural Patterns; *Stress Variables; Subcultures; Vietnamese People
IDENTIFIERS- Refugee Assistance; *Refugee Mental Health

This paper reviews the concepts of acculturation and adaptation to provide a framework for understanding the highly variable relationship between acculturation and mental health in refugee populations. It begins with an extended definition and discussion of the concepts of acculturation and adaptation. The characteristics of acculturating groups and dominant groups are briefly described, and a schema is developed to illustrate the concept of acculturative stress. Experiences related to psychological acculturation and adaptation are classified and described according to the phase of the acculturation process: pre-departure, flight, first asylum, claimant status, settlement, and adaptation. The paper concludes with five general observations on acculturation stress with regard to refugees: (1) they are powerless with respect to dominant groups both before and after departure; (2) countries of first asylum are often least able to assimilate new arrivals; (3) lack of voluntariness or mobility creates stress; (4) the probable sequence of acculturation for refugees is highly likely to lead to psychological and social problems; and (5) the major stressors are in the early phases of the refugee experience. References are included. (TE)

*Duval, John*

Dedication/Commitment: A Study of Their Relationship to Teaching Excellence.

PUB DATE- Apr 89
NOTE- 39p.; Paper presented at the Annual Meeting of the New England Educational Research Organization (Portsmouth, NH, April 26-28, 1989). Some tables may reproduce poorly due to faint and broken print.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Classroom Communication; *Educational History; *Educational Quality; Educational Trends; Elementary Secondary Education; *Excellence in Education; *Teacher Attitudes; Teacher Behavior; *Teacher Characteristics; *Teacher Motivation; Teacher Persistence; Teacher Student Relationship; Teaching Styles
IDENTIFIERS- *Vermont

The document examines the connection of commitment and dedication to excellence in teaching, and the extent to which their intensity can be measured as variables. The study expands the knowledge base of 19th and early 20th century teaching by discovering and documenting examples in the historical literature of dedication and commitment. The connection of commitment and dedication to teaching excellence today and in the recent past as evidenced in the lives of Vermont teachers is identified. A description of dedication and commitment in a population of Vermont teachers in the 100-year period from 1830 to 1930. Findings indicate that these qualities would be most evident not only in rural settings but also in rural settings where economic rewards were below average. Teachers in the sample spend a significant amount of time in school and are involved in school-related activities beyond the context of the work day. Teachers responded that they were spending their own money on their classes or their students. (79 references) (SI)

ED 308 608 EA 021 107

*Cheney, Lynne V.*
Catholic Schools: A Gift to the Nation.
PUB DATE- 29 Mar 89
NOTE- 15p.; Address to the Convention, Exposition, and Religious Education Congress of the National Catholic Educational Association (Chicago, IL, March 29, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Administration; *Catholic Schools; Curriculum; *Educational Quality; Elementary Secondary Education; Ethical Instruction; *Humanities Instruction; *Public Education; Public Schools; *Teacher Education; Urban Education

This paper raises awareness of the accomplishments of Catholic schools and discusses the model of quality education Catholic schools represent. First, a picture of American public education as a whole is presented, followed by a description of three areas in which the Catholic schools serve as a model for the reforms happening in American public school systems. The first area is curriculum, which is humanities-based and aimed at ethical as well as cultural literacy. The second area deals with teacher education and the fact that Catholic teachers are not required to train in colleges of education. The third area is the administrative structure, which recognizes that the larger the administrative bureauracy, the lower the quality of education. Other issues discussed are innercity Catholic schools and school choice. (SI)

ED 308 638 EC 220 501

Churchill Forum, Volume X No. 1, Winter 1987. Volume X No. 2, Spring 1988.
**Churchill Center for Learning Disabilities, Inc., New York, NY.**
PUB DATE- 88
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Collected Works - Serials (022)
DESCRIPTORS- Attitudes; Child Advocacy; Court Litigation; *Delinquency; Demonstration Programs; *Educational Needs; Elementary Secondary Education; Interdisciplinary Approach; *Juvenile Courts; *Learning Disabilities; *Mainstreaming; Needs Assessment; *Regular and Special Education Relationship
IDENTIFIERS- New York

The first of two issues of the newsletter addresses issues of learning-disabled children and juvenile delinquency through three articles. The first, "Lost in the Juvenile Justice System: Learning Disabled Children and Juvenile Delinquency," by Jeffry Gallet, a learning-disabled judge, and Julie Gilligan, looks at misunderstandings and lack of services in New York. The next article, "Educational Outreach Through the Power of the Courts" by Thomas Olin, a learning-disabled Assistant District Attorney, describes a Bronx County program which identifies defendants needing educational and vocational assistance. The last two articles are "Learning Disabled Children In the Family Court System: An Advocate's Perspective" by Rita Horvath and "Special Education Students Have 'Dreams,' Too" by Arlene Mark. The second newsletter issue provides three articles on mainstreaming. "The Mainstreaming of Special Education" (Lawrence Gloeckler and Rebecca Cort), discusses the need to seek one continuum of both regular and special educational services and reports on reorganization and training efforts in New York. Next, "Mainstreaming: Designing a Model That Can Work" (Judith Fagin) describes one program which focuses on teacher awareness and training, service delivery, screening and evaluation, and curriculum design. The third article is "The Fisher-Landau Program: A Model Program for Educating Bright Children with Learning Problems in the Mainstream School Setting" by Susan Etess. (DB)

*Sonnander, Karin*
Early Diagnosis by Parental Developmental Screening.
PUB DATE- Aug 88
NOTE- 22p.; Paper presented at the International Conference on Family Support (1st, Stockholm, Sweden, August 14-19, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Concurrent Validity; *Developmental Disabilities; Educational Diagnosis; Elementary Secondary Education; Evaluation Methods; Foreign Countries; *Handicap Identification; High Risk Persons; Longitudinal Studies; *Parent Participation; *Predictive Validity; Preschool Education; *Screening Tests; Test Validity
IDENTIFIERS- Developmental Delays; Sweden

A longitudinal study was designed to develop and evaluate a screening instrument of developmental delay based on parental assessment of 18-month-old children. The reliability and validity of a parental screening instrument based on the Griffiths Mental Developmental Scale was investigated with a sample of 2,783 Swedish children out of a population of 3,245. In order to establish concurrent validity, the children with scores in the lowest two percent were tested with the Griffiths Mental Developmental Scale; correlation with parental assessment was .87. To determine the predictive validity of the assessment, children were screened for mental retardation and other learning disabilities at 8 and 14 years. A comparison of parental assessment scores and test scores of low-scorers at 18 months with follow-up results showed that the two assessment methods yielded a similar prediction rate of 65 percent. However, follow-up studies also revealed false positives among low-scoring children identified at 18 months; reasons for this are discussed. It is concluded that parents are able assessors of development if they are provided with an instrument developed for that purpose. (JDD)

ED 308 286 CE 052 565

*Iannucilli, Mary*
The Dropout and Vocational Decidedness: Can It Make a Difference?
PUB DATE- 89
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Academic Persistence; *Career Choice; *Dropout Prevention; *Dropout Programs; Dropouts; Education Work Relationship; *High Risk Students; High Schools; Occupational Aspiration; *School Holding Power; Vocational Education

Vocational education has a significant role to play in dropout prevention because studies show a positive correlation between involvement in vocational education and school completion. Students involved in vocational education are more likely to be involved in school-sponsored activities that help them shape goals for themselves and the future. At-risk students (potential dropouts) should be especially targeted for vocational education programs that can prepare them for a decent future. A federally sponsored research report lists these six strategies for dealing with dropouts: intervene early, create a positive school climate, set high expectations, select and develop strong teachers, provide a broad range of instructional programs, and initiate collaborative efforts. A national survey shows that vocational classrooms provide more educational experiences similar to dropout prevention programs than do academic classrooms. Vocational classrooms are more student-centered, more activity-based, and more individualized than other classrooms. (CML)

ED 308 564 CS 506 730

*Subervi-Velez, Federico; And Others*
The Mass Media and Hispanic Politics during the 1988 Presidential Primaries.
PUB DATE- 89
NOTE- 19p.; Paper presented at the Annual Intercultural Conference on Latin America and the Caribbean (6th, Miami, FL 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Content Analysis; Elections; *Hispanic Americans; *Mass Media Role; Media Research; *Newspapers; *Political Candidates; *Political Issues; Presidential Campaigns (United States); Spanish Speaking
IDENTIFIERS- California (Los Angeles); Florida (Miami); Media Coverage; Political Communication; *Presidential Primaries

To determine to what extent Spanish-language daily newspapers in Miami (Florida) and Los Angeles (California) reported political news about the primaries from Hispanic angles, a study examined how these newspapers reported news about the issues and candidates during the 1988 presidential primaries. The specific time period examined was from January 1, 1988, a little more than one month prior to the first presidential caucus in Iowa, to August 20, the first Sunday after the last presidential convention, the Republican National Convention in New Orleans. A total of 610 stories were examined in a systematic content analysis of the news that appeared during the primary time frame. Findings showed that (1) more than a quarter of the presidential primary stories in each of the newspapers examined had a Hispanic angle; (2) regarding topics, there appeared to be a slight tendency toward stories dealing generally with the candidate or party platform and those dealing with general political news to address Hispanic concerns; and (3) the coverage followed the partisan policies of the newspapers. (Two tables of data are included, and 13 references are appended.) (MS)

ED 308 624 EA 021 124

*Cavazos, Lauro F.*
State Education Performance Chart, 1989. Remarks of Lauro F. Cavazos, U.S. Secretary of Education, Prepared for Delivery at Press Conference.
**Department of Education, Washington, DC. Office of the Secretary.**
PUB DATE- 3 May 89
NOTE- 12p.; For performance charts, see EA 021 122-123.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Achievement; Attendance Patterns; *Charts; *Educational Change; Educational Improvement; Elementary Secondary Education; Graduation; Intervention; *School Statistics; Standardized Tests; *Tables (Data); Teacher Student Ratio
IDENTIFIERS- *State Education Performance Chart

This press release documents the remarks made by Lauro F. Cavazos (U.S. Secretary of Education) at a press conference publicizing the 1989 edition of the "State Education Performance Chart." This chart provides comparative data for the years 1982 and 1988. It is reported that in 1988, the performance of U.S. students was stagnant. Increases in spending for education were not matched by improved performance. Scores on college entrance exams are still substantially lower than they were in the 1960s. The 1988 figures indicate that only 71 percent of current ninth graders will complete high school with their class. Educators are urged to increase graduation rates, start intervention programs early, emphasize parent responsibility, ensure attendance, and increase student academic achievement. (SI)

ED 308 343 CE 052 728

*Kangisser, Dianne*
Pioneers and New Frontiers. The Role of Volunteers in Combating Adult Illiteracy.
**Business Council for Effective Literacy, New York, NY.**
PUB DATE- May 85
NOTE- 47p.
AVAILABLE FROM- Business Council for Effective Literacy, 1221 Avenue of the Americas, 35th Floor, New York, NY 10020 ($5.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)

DESCRIPTORS- Adult Basic Education; *Adult Literacy; Basic Skills; Communication Skills; Functional Literacy; *Functional Reading; *Literacy Education; *Voluntary Agencies; *Volunteers
IDENTIFIERS- Laubach Literacy Action; Literacy Volunteers of America Inc; Workplace Literacy

This document traces the history of volunteerism in the literacy field, discusses the current role and use of volunteers, and assesses the potential and the limits of volunteerism as a current and future means for overcoming illiteracy in the United States. (The major conclusion is that the current delivery system of literacy activities can go no further without additional funding.) The introduction reviews the changing standards of literacy and volunteers and literacy. The second chapter describes the pioneering volunteer-managed agencies--Laubach Literacy Action and Literacy Volunteers of America--and mentions legislative action for literacy. The third chapter covers the adult basic education program, community-based organizations, libraries, correctional institutions, and churches. New frontiers envisioned in the fourth chapter include the growth of professionalism, changes in the role and use of volunteers, corporate volunteerism as a force, a trend toward cooperation among the providers, and funding. The fifth chapter, entitled "The Potential of Volunteers," discusses the myths, advantages, and limitations of volunteerism. The document ends with a list of 13 references. (CML)

ED 308 357 CE 052 770

*Walker, Patricia*
Developing a Parents' Activities Manual for Homemakers/Single Parents. Final Report.
**Louisville Univ., Ky. School of Education.**
SPONS. AGENCY- Kentucky State Dept. of Education, Frankfort. Office of Vocational Education.
PUB DATE- Jun 87
NOTE- 96p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Activities; Child Rearing; *Homemakers; Interaction; *One Parent Family; *Parent Child Relationship; Parent Education; *Parenting Skills; *Parent Materials; Young Children

This report describes a project that surveyed approximately 400 single parents about their needs as parents and developed a handbook of activities based on responses received from 100 of those survyed (a 25% return rate). The manual that was developed was designed for single parents to use with their children in their homes. Following a project report that includes the survey, the manual is presented. Designed for use by parents of children ages 3-8, the activities are specifically written to enhance the quality of interaction between parent and child. They are divided into 14 categories: following directions, nutrition, listening, talking, reading, taking turns, discipline, music, games, becoming independent, household chores, art, using television, and mathematics. Each activity is presented in this format: title, age level, purpose, materials, directions, and notes to the parent. The second section of the manual contains the activity game boards, cards, and sheets needed for some of the activities. Bibliographies of books for children and parents are appended. (YLB)

ED 308 372 CE 052 795

*Deskins, Lynn*
Child Care and Guidance. Curriculum. Competency-Based Vocational Education Instructional Materials.
**Northern Arizona Univ., Flagstaff. Center for Vocational Education.**
SPONS. AGENCY- Arizona Occupational Research Coordinating Unit, Phoenix.
PUB DATE- Jun 84
NOTE- 185p.; Portions printed on colored paper.
LANGUAGE- English

EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Behavioral Objectives; *Child Caregivers; Child Care Occupations; Child Development; Competency Based Education; *Day Care; Day Care Centers; *Independent Study; Individual Instruction; Job Skills; Learning Modules; *Occupational Home Economics; *Pacing; Postsecondary Education; Secondary Education; State Curriculum Guides

This curriculum guide provides materials for a course in child care and guidance. Fourteen modules are provided. They are self-contained and require little effort on the instructor's part aside from scoring posttests and providing equipment. Each module consists of a cover sheet that details job skill, performance objective, and materials and other resources needed; pretest; information sections; and activities. Posttests are intended to be kept by the instructor and administered to students when they are prepared to be tested on their mastery of the module contents. Answer keys for pretests and posttests are provided. A list of sources may be provided at the end of the module. Module topics are as follows: demonstrate knowledge of growth and development of children; demonstrate awareness of growth and development of children with special needs; create and maintain a safe and healthy environment; keep an environment that allows for child growth and development; use communication skill techniques with children, families, and day care staff; exhibit maturity; exhibit personal grooming/well being; demonstrate job procurement skills; assist in the planning and scheduling of the educational program; assist in supervision of education activities; monitor nap time and supervise gradual change time; observe and report student progress and behavior; perform food service activities; and continue professional growth. (YLB)

ED 308 429 CG 021 751

*Williams, Carolyn L.*
An Annotated Bibliography on Refugee Mental Health. Volume I.
**Minnesota Univ., Minneapolis. Refugees Assistance Program - Mental Health Technical Assistance Center.**
SPONS. AGENCY- National Inst. of Mental Health (DHHS), Rockville, MD.
PUB DATE- 86
NOTE- 324p.; For Volume II, see CG 021 752.
CONTRACT- NIMH-278-85-0024-(CH)
AVAILABLE FROM- Refugee Assistance Program--Mental Health Technical Assistance Center, University of Minnesota, Box 85, Mayo, Minneapolis, MN 55455.
LANGUAGE- English

EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Acculturation; Child Welfare; Counselor Training; *Cross Cultural Studies; *Cultural Context; Cultural Influences; Emotional Disturbances; Ethnic Groups; Health Needs; Immigrants; Kinship; Mental Disorders; *Mental Health; Migrants; Needs Assessment; *Psychological Needs; Psychological Services; Psychotherapy; *Refugees; Rehabilitation Counseling; Relocation; Research Reports
IDENTIFIERS- Refugee Assistance; *Refugee Mental Health

This annotated bibliography, spanning a number of relevant disciplines, contains primarily materials in published scientific literature on refugee mental health. References have been grouped into four major sections. Section 1, Understanding Refugees in Context, provides important background material in five categories: cultural and related information about different refugee or ethnic groups; research on refugee experience and behavior; policy issues; physical health and medical care of refugees; and assimilation, acculturation, and adaptation. Section 2, Specific Mental Health Issues and Refugees, lists resources in the following categories: typical or common mental health problems, disorders, or issues for refugees; assessment and diagnosis; needs assessment; treatment; prevention, promotion, and outreach; mental health service delivery; and training issues and professional development. Section 3, Concerns of Selected Subgroups of Refugees, provides references on the specific issues and needs of children and adolescents, women, and the elderly, along with references describing kinship issues facing refugee families in their country of resettlement. It also contains a category of references on refugees who have been victimized by torture, terror, concentration camps, and/or rape. Section 4, Other Bibliographies on Refugees and Related Topics, includes both published and unpublished bibliographies. A user's guide to the bibliography is included, along with three indices, organized by refugee/ethic group, author, and subject. (TE)

ED 308 456 CG 021 798

*Webbe, Frank M.; Clontz, Joanne*

Differentiation between Bulimia and Food Addiction in a Community Sample.

PUB DATE- Mar 89

NOTE- 10p.; Paper presented at the Annual Meeting of the Southwestern Psychological Association (35th, Houston, TX, April 13-15, 1989).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Bulimia; *Disease Incidence; *Eating Habits; Hotlines (Public); *Obesity; Physical Health; Public Health

IDENTIFIERS- *Eating Disorders; *Food Addiction

Most studies of bulimics have used an identified, clinical sample of individuals who have been evaluated and diagnosed by professional mental health workers. In this study, self-reported food addicts completed a questionnaire that assessed demographic as well as behavioral and cognitive factors related to their eating. The intent was to describe the characteristics of a large community sample of persons with compulsive eating disorders, as well as to describe demographic and behavioral differences between bulimics and compulsive overeaters or food addicts who generally are obese. Data were collected through the Food Addiction Hot Line, a national referral and information source advertised to compulsive eaters which referred callers to Overeater's Anonymous and sent them a packet of information about food addiction and compulsive eating and a data-collection survey. Approximately 11,000 calls have been logged, with more than 2,500 surveys returned. Except for differences in the incidence of purging or other abnormal weight-control methods, the sample was homogeneous. Most respondents were obese, worried about their weight and shape, had out-of-control eating, ate refined carbohydrates in binges, and usually had binges more than once a day. Although most individuals would not be diagnosed as bulimic, they suffered from similar compulsive eating disorders. The data reflect a real public health issue that needs to be addressed. (ABL)

ED 308 470 CS 009 689

*Spache, George D.; Spache, Evelyn B.*
Reading in the Elementary School. Fifth Edition.
REPORT NO.- ISBN-0-205-08422-2
PUB DATE- 86
NOTE- 609p.
AVAILABLE FROM- Allyn and Bacon Order Dept., 200 Old Tappan Rd., Old Tappan, NJ 07675 ($29.25).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Basal Reading; Class Activities; Elementary Education; Individualized Reading; Language Experience Approach; Preservice Teacher Education; *Reading Diagnosis; *Reading Instruction; Reading Strategies; Teaching Methods
IDENTIFIERS- Teacher Student Conferences

After analyzing the leading theories on reading instruction and noting their advantages and limitations, this updated book presents a specific combined approach to reading instruction which draws on the proved strengths of older methods while avoiding their failures. This approach centers around training in effective use of the teacher-pupil conference for observing significant reading behaviors, and planning appropriate developmental and corrective steps in the classroom. The book is divided into the following 15 chapters: (1) "Ways of Defining the Reading Process"; (2) "Using the Basal Reader Approach"; (3) "Using the Individualized Approach"; (4) "Using the Linguistic Approaches"; (5) "Using the Language Experience Approach"; (6) "Technology in Reading"; (7) "Reading for Young Children"; (8) "Readiness Training"; (9) "A Program for Primary Grades"; (10) "A Program for Intermediate Grades"; (11) "Steps toward Individualized Reading"; (12) "Word Recognition Techniques and Skills"; (13) "Building Sight and Meaning Vocabulary"; (14) "Developing Comprehension Strategies"; and (15) "Approaches to Classroom Organization." Two appendixes consist of book lists and series books and collections. (MM)

ED 308 485 CS 009 712

*McAllister, Elizabeth*
Primary Reading Skills Activities Kit.
REPORT NO.- ISBN-0-87628-656-2
PUB DATE- 87
NOTE- 250p.
AVAILABLE FROM- Order Department, Prentice-Hall Inc., 200 Old Tappan Rd., Tappan, NJ 07675 ($21.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Auditory Perception; *Beginning Reading; *Class Activities; Educational Games; *Learning Activities; Primary Education; *Reading Readiness; *Reading Skills; Speech Communication; Teaching Methods; Visual Learning; Visual Perception; Vocabulary Skills; Word Lists; Word Recognition
IDENTIFIERS- Word Attack Skills

This "kit" consists of 145 activities that teach and reinforce specific pre-reading and beginning reading skills; it has been developed to help the primary grade teacher in recognizing and developing skills that assure each child's continuous reading progress. Part One explains how pre-reading skills are developing reading skills in the first five years of a child's life and includes information about the following skills: oral communication and visual recognition, visual perception, and auditory perception. Part Two provides activities for helping students begin to read and includes information about the following skills: basic reading, word attack, sight word recognition, and vocabulary and comprehension. The 145 activities can be used to enhance and reinforce instruction in conjunction with any basal reading series or teaching method. The workbook includes reproducible progress charts and skills checklists for reporting and monitoring each pupil's progress in learning specific pre-reading and beginning reading skills. (MS)

ED 308 501 CS 211 873

*Haas, Christina*
Word Processing as Decision-Making: Writers' Choices of Writing Media.
**Carnegie Mellon Univ., Pittsburgh, PA. Center for Educational Computing in English.**
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
REPORT NO.- CECE-TR-4
PUB DATE- Jul 87
NOTE- 19p.
GRANT- G008642161
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Decision Making; Higher Education; *Word Processing; *Writing Processes; Writing Research
IDENTIFIERS- Writing Implements

A study examined two writers and their use of word processing and pen and paper in order to set up and draw out the important variables that influence writers' decisions about word processing. Subjects, a college freshman and an engineer, were interviewed about their writing processes and were observed in their natural environment. Results indicated that these writers chose word processing for many reasons, including neatness and efficiency, the convenience of making changes, and the formatting options available. Results also indicated that factors that led them not to use word processing included needing to see more information than was available on the screen, finding the computer "cold" or "distracting", and lack of convenient access to machines. Findings suggest that the choice to use or not to use word processing is made again and again as new writing tasks are undertaken. (Twenty-seven references are attached.) (RS)

*Ramaprasad, Jyotika; Ong, James*
Forum Page Letters in the "Straits Times" of Singapore during Relatively Free and Restricted Press Periods.
PUB DATE- Aug 89
NOTE- 28p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communications (72nd, Washington, DC, August 10-13, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Censorship; Content Analysis; Foreign Countries; Freedom of Speech; *Mass Media Role; Media Research; *Newspapers; News Reporting
IDENTIFIERS- *Development Journalism; Journalistic Objectivity; Letters to the Editor; Media Government Relationship; Press

Criticism; *Singapore

In order to identify the scope or limits of the practice of development journalism, a study examined the content of the Forum page in the "Straits Times" of Singapore during relatively free (1979-1980) and restricted (1986-1987) press periods. The study had two major objectives: (1) to study the nature of the Forum page (a readers' letter page in which the government also participates); and (2) to observe if changes corresponding to the changes in press freedom were apparent on the Forum page. Altogether, the sample located 716 letters on the Forum page, and these were classified under 21 topics. Findings indicated that the change in press climate over the two periods did not bring about any major change on the Forum page; the guided press policy of Singapore manifested itself mainly, and possibly only, in the topics addressed, at least as far as the Forum page was concerned. (Seven tables of data, and 51 references are attached.) (NH)

ED 308 534 CS 211 952

*Watts, Elizabeth A.*
The Flying Newsboy: A Small Daily Attempts Air Delivery.
PUB DATE- Aug 89
NOTE- 34p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (72nd, Washington, DC, August 10-13, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Historical Materials (060) Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Air Transportation; Case Studies; Entrepreneurship; *Newspapers; *United States History
IDENTIFIERS- *Airplane Flights; Kansas; Nebraska; Newspaper Circulation; Small Towns
For 10 months in 1929-30, subscribers to "The McCook (Nebraska) Daily Gazette" (a daily newspaper serving 33 towns in southwestern Nebraska and northwestern Kansas) received their newspapers via air delivery with "The Newsboy," a Curtis Robin cabin monoplane. In an age when over-the-road travel was difficult and air travel was just emerging, reasons for air delivery included: (1) the condition of roads (the majority of the roads in the "Gazette's" circulation area were either dirt or gravel, with widely varying standards of maintenance); (2) increasing postal rates; (3) the general interest in aviation, which had increased greatly in the previous decade; and (4) the enterprising nature of the "Gazette's" publisher, Harry D. Strunk. Although a windstorm put "The Newsboy" out of service in 1930, Strunk succeeded in establishing a broader base of loyal readers through this effort. (Seventy-two notes are attached. A map of the circulation area, an appendix listing towns served and their populations, and an appendix showing distances conclude the paper.) (SR)

ED 308 549 CS 212 088

*Alano, Becky; Morgan, Mary, Ed.*
Teaching the Novel.
**ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.**
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- ISBN-0-927516-06-3
PUB DATE- 89
NOTE- 96p.; Teaching Resources in the ERIC Database (TRIED) Series.
CONTRACT- RI88062001
AVAILABLE FROM- ERIC Clearinghouse on Reading and Communication Skills, 2805 E. 10th St., Smith Research Center, Suite 150, Bloomington, IN 47405 ($12.95 plus $1.50 postage and handling).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Information

Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Adolescent Literature; *Class Activities; *English Instruction; *Lesson Plans; Literature Appreciation; *Novels; Secondary Education; Teaching Methods
IDENTIFIERS- ERIC Clearinghouse on Reading and Commun Skills

This book of 41 lesson plans, compiled from resources in the ERIC database, focuses on strategies for teaching the novel at the junior high and high school level. Each lesson includes a brief description, objectives, and procedures. The book includes strategies for teaching specific novels, general strategies, a user's guide, an activities chart, and an annotated bibliography of related resources in the ERIC database. (MS)

ED 308 578 EA 021 053

*Hallinger, Philip; And Others*
What Makes a Difference? School Context, Principal Leadership, and Student Achievement.
PUB DATE- Mar 89
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Administrator Role; Educational Environment; *Educational Improvement; Elementary Education; *Instructional Leadership; *Leadership Qualities; *Principals; School Administration; *Teacher Administrator Relationship
IDENTIFIERS- *Tennessee

This paper addresses the role of the school principal in school improvement through secondary analysis of data collected from 98 elementary schools in Tennessee that participated in the School Improvement Incentives Project between 1983 and 1986. The paper explores an instructional leadership model as operationalized in measures of selected school context variables, principal gender, principal instructional leadership, school level instructional climate, school level instructional organization, and reading achievement. The paper examines the instructional leadership model developed by researchers at the Far West Laboratory (FWL) for Educational Research and Development with particular attention to the relationships among endogenous variables included in the conceptualization. The paper's analysis generally supports the FWL model. Results indicate that principals' instructional leadership appears to be exercised primarily through behaviors that shape school level instructional climate. The model suggests that principals can influence student learning by developing a clear mission that provides an instructional focus for teachers through the school. Appended are two instructional leadership models and estimated equations and matrixes. (SI)

ED 308 609 EA 021 108

*Levy, Janet E.; Copple, Carol*
Joining Forces: A Report from the First Year.
**National Association of State Boards of Education, Alexandria, VA.**
SPONS. AGENCY- Ford Foundation, New York, N.Y.; Johnson Foundation, Inc., Racine, Wis.; Joyce Foundation, Chicago, IL.; Prudential Foundation, Newark, N.J.
PUB DATE- Feb 89
NOTE- 53p.; For related document, see ED 302 917.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Cooperative Planning; Cooperative Programs; Cultural Isolation; Disadvantaged; *Disadvantaged Environment; *Disadvantaged Schools; *Disadvantaged Youth; Elementary Secondary Education; *High Risk Persons; High Risk Students; Poverty Areas
IDENTIFIERS- *Joining Forces Program; *National Association of State Boards of Education; Wingspread Conferences

This report provides an overview of Joining Forces' first year and summarizes the substantive knowledge gained from cross-sector collaboration, in four sections. Section I discusses the background of the Joining Forces initiative. With an initial grant from the Ford Foundation, in late 1987, the National Association of State Boards of Education (NASBE) launched the Joining Forces, a national effort to help the education and human service sectors work together to aid children and families at risk. Section II summarizes the deliberations of the Wingspread Conference held in May 1988. Particularly significant is this section's focus on the leadership of the education and human service communities discussing their shared commitment to children and families at risk and the amount of work that lies ahead as an expression of that commitment. Section III and a table included at the end of the report present a summary of the results of a survey sent to all state education and human service agencies in an effort to list the current state-level collaborative task force/committees, agreements, and initiatives and scan good examples of collaboration. Forty-eight states and territories responded. The survey and related data show a great deal of cooperative interagency planning. Section IV concludes the report with an overview of Joining Forces' future agenda--an action plan designed to broaden the base of cross-sector interagency planning. (JAM)

ED 308 653 EC 220 517

*Felix, Thomas*
The Role of the Family in the Integration of the Mentally Retarded in India.
PUB DATE- 16 Aug 88
NOTE- 12p.; Paper presented at the International Conference on Family Support (1st, Stockholm, Sweden, August 14-19, 1988).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Child Development; Child Rearing; Educational Philosophy; Elementary Secondary Education; *Family Role; Foreign Countries; *Mental Retardation; *Normalization (Handicapped); *Parent Education; Preschool Education; Social Integration
IDENTIFIERS- India

The key role of the family in the growth and development of children with mental retardation is explored, from the perspective of the Central Institute on Mental Retardation in Trivandrum, India. The Institute's approach encourages the mentally retarded child to participate in all activities, within the limitations of his functional capacities. The child should not be neglected and left to fend for himself, nor should he be bestowed with too much attention and pity which may stunt his development. A properly trained, knowledgeable family can play a very effective role in making a mentally retarded person a useful member of society. To further these aims, the Institute offers a program of parent education and professional training. The Institute's approach to the education of children with mental retardation is based on the three C's--comprehension, competence, and creativity. (JDD)

ED 308 666 EC 220 530

*Dever, Richard B.; Easterday, Joseph R.*
Position Paper: Effective Transition Programming for Severely Handicapped Individuals. Working Paper 87-1. COMPETE: Community-Based Model for Public-School Exit and Transition to Employment.
**Indiana Univ., Bloomington. Center for Innovation in Teaching the Handicapped.**
SPONS. AGENCY- Indiana State Dept. of Mental Health, Indianapolis.; Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 87
NOTE- 16p.; For related documents, see EC 220 524-535.
GRANT- G008430112
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Adults; Agency Cooperation; Community Programs; Demonstration Programs; *Education Work Relationship; Employment Potential; Inservice Education; *Moderate Mental Retardation; Secondary Education; *Severe Mental Retardation; Training Objectives; *Transitional Programs

This paper is a product of Project COMPETE, a service demonstration project undertaken for the purpose of developing and validating a model and training sequence to improve transition services for moderately, severely, and profoundly retarded youth. The paper examines the need for cooperative programming across agencies serving this population and proposes directions for effective and comprehensive transition programming. Problems in current programming practices include lack of coordination across programs, lack of appropriate goals, and lack of focus on instructional needs of learners. Better programming requires: (1) goal and objective specification; (2) interagency cooperation and planning; (3) cooperative training of staff; and (4) consumer involvement and marketing strategies. Stressed throughout is the importance of training--training individuals with severe handicaps, training direct service personnel, training supervisory staff, and training community employers. (DB)

ED 308 287 CE 052 566

*Sheppard, Harold L.; Rix, Sara E.*
Retooling the Older Worker: The Case of the United States.
PUB DATE- 89
NOTE- 50p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Adult Programs; *Attitude Change; Dislocated Workers; *Economic Development; Educational Needs; *Employer Attitudes; Job Training; *Middle Aged Adults; *Older Adults; Postsecondary Education; *Retraining
IDENTIFIERS- *Older Workers

With the aging of the U.S. population, fewer younger workers are available to join the work force. Therefore, if economic growth is to be sustained, more older workers must remain in the work force or rejoin it. Some policies have been enacted to promote the employment of older workers. They include the prohibition of age discrimination and the gradual increase in the age at which retirement benefits begin under Social Security. Often, older workers must be retrained to keep up with the changes in technology that occur rapidly. Some barriers to retraining older workers exist, mostly attitudinal. Training programs are available for older workers; although they have been effective, they are few. Older workers continue to be underrepresented in job training and postsecondary education enterprises. Economic growth in the United States will require more retraining of older workers and changes in the attitudes that currently limit such retraining. (Appendices include 50 references, data tables on older worker employment and education, summaries of relevant laws and programs, and addresses for training and information sources.) (KC)

ED 308 301 CE 052 669

*Hall, Eve*
Vocational Training for Women Refugees in Africa: Guide-lines from Selected Field Projects. Training Discussion Paper No. 26.
**International Labour Office, Geneva (Switzerland).**
REPORT NO.- ISBN-92-2-106853-6
PUB DATE- Jun 88
NOTE- 46p.; Edited by the Training Policies Branch.
AVAILABLE FROM- ILO Publications, International Labour Office, CH-1211, Geneva 22, Switzerland.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Adult Vocational Education; *Developing Nations; Economic Development; *Females; Foreign Countries; *Labor Force Development; *Refugees; Trainees; Trainers; *Training Methods
IDENTIFIERS- *Africa

In addition to describing how training programs for African refugees fail to meet the needs of women (who along with children are the majority of refugees), this document offers guidelines for improving the programs and, thus, the productivity and incomes of women refugees. The first section, called "Women Refugees: The Overlooked Majority," describes problems with current training programs. The second section, "Selected Experiences," reviews a sample of training projects in Somalia, the Sudan, Zaire, Djibouti, Lesotho, and Kenya that are either designed exclusively for women or that include training services for women. Section three relates some common findings among programs. Guidelines for improving refugee training programs are provided in the fourth section, and a list of 18 references concludes the document. The guidelines include suggestions to conduct needs assessments regularly because needs change from those of urgent survival to those that emerge in more stable situations; provide child care for trainees; select the training objectives that the women trainees support; consider supporting small scale enterprises in areas where long-term business development is not relevant; and offer training only for occupations that are in demand, including those considered to be nontraditional for women. (CML)

*Mendel, Richard A.*
Meeting the Economic Challenge of the 1990s: Workforce Literacy in the South.
**MDC, Inc., Chapel Hill, N.C.**
SPONS. AGENCY- Ford Foundation, New York, N.Y.; Sunbelt Inst., Washington, DC.
PUB DATE- Sep 88
NOTE- 37p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Communication Skills; Dropouts; *Educationally Disadvantaged; *Functional Literacy; *Functional Reading; *Literacy Education; Reading Skills; Secondary Education
IDENTIFIERS- *United States (South); *Workplace Literacy

This study of work force illiteracy in the southern region of the United States reached the following five conclusions: (1) the problem is concentrated more among high school dropouts than among grade school dropouts who never learned to read; (2) the South risks creating a permanent, massive pool of undereducated citizens unable to support themselves, at a time when shortages of skilled workers are emerging as a critical barrier to economic progress; (3) the South's response to the literacy problem is seriously inadequate; (4) the poor quality of literacy and adult education programs is as serious as the small quantity of adults served; and (5) resolution of the South's problem is unlikely without federal leadership in the form of enhancing the quality and accountability of adult literacy programs, establishing labor force development as a direct goal of Adult Education Act programs, and increasing financial support for adult literacy education. The study's methodology included examination of quantitative data on the changing demands of the workplace and on the educational attainment and functional literacy skills of southern adults; a literature search on literacy and its relation to the southern economy; phone interviews with adult education officials in 14 southern states; and personal and phone interviews with more than 100 economists, educators, demographers, executives, economic developers, and job trainers. (CML)

ED 308 329 CE 052 708

*Gould, Albert W.; Manning, Doris E.*
A Study of Arizona Labor Market Demand Data for Vocational Education Planning.
**Northern Arizona Univ., Flagstaff. Center for Vocational Education.**
SPONS. AGENCY- Arizona Occupational Research Coordinating Unit, Phoenix.
PUB DATE- Mar 84
NOTE- 38p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Decision Making; *Educational Planning; *Employment Projections; *Labor Needs; Literature Reviews; *Methods Research; Statewide Planning; *Vocational Education
IDENTIFIERS- *Arizona

A study examined the project methodology used by the Bureau of Labor Statistics and the related projections made by the state employment security agencies. Findings from a literature review indicated that the system has steadily improved since 1979. Projections made from the Occupational Employment Statistics Surveys were remarkably accurate. Suggestions from the literature for the improvement of the projection methodology were: (1) follow-up studies for collecting information to use in developing allocation ratios; (2) improvement of projection information on replacement needs; (3) improvement of substate projections; (4) inclusion of all employment sectors in projections; (5) collection of information on entry-level occupations; (6) inclusion of a statistical indication of the accuracy of projections; (7) consideration of earnings when planning programs; and (8) improvement of communications between producers and users of employment projection information. Semistructured interviews were conducted with individuals within Arizona who had an intimate knowledge of employment projection methodology information. They indicated that confidentiality restrictions limited the availability of certain information at the county level and the lack of information on replacement needs due to occupational mobility limited demand data. The major problem was users who did not understand how to use the labor market information for decision making. (55 references.) (YLB)

ED 308 386 CE 052 812

*Martin, William R.*
Handbook on Marketing Vocational Education.
**Ohio State Council on Vocational Education, Westerville.**
PUB DATE- 89
NOTE- 37p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Institutional Advancement; *Marketing; *Organizational Communication; *Public Relations; *School Community Relationship; Secondary Education; *Vocational Education

Compiled after interviews with vocational educators at urban and rural joint vocational schools, comprehensive high schools, and career centers considered to be successful at marketing vocational education locally in Ohio, this handbook contains information on successful marketing activities that other local educators can undertake. Section I contains a composite list of the 25 activities considered most worthwhile by those interviewed. The activities appear under such headings as Targeting Community Leadership and In-School Activities. Section II (the largest section) describes activities currently being carried out in a cross-section of programs. Section III lists 22 themes and slogans around which marketing campaigns can be developed. Section IV describes eight new marketing strategies now being planned by those interviewed. Section V reports some findings of recent marketing evaluations through which administrators have been able to identify, among other things, factors that seem to have influenced adult awareness of the programs and the most influential persons leading students to enroll. Section VI lists the kind of marketing challenges to be faced in the 1990's, according to those interviewed. Section VII offers a summary of observations on the effectiveness of marketing strategies in vocational education. Fourteen recommendations are presented in Section VIII. (Author/CML)

ED 308 401 CE 052 836

*Kerka, Sandra*

Retaining Adult Students in Higher Education. ERIC Digest No. 88.
**ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.**
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- EDO-CE-89-88
PUB DATE- 89
NOTE- 3p.
CONTRACT- RI88062005
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Academic Persistence; *Adult Students; *College Environment; Higher Education; Models; *School Holding Power; *Student Attrition; Student College Relationship
IDENTIFIERS- ERIC Digests

This document reviews research on the factors affecting the retention of adult students, discusses the relevance of some attrition models for adults, and presents strategies for helping adults adapt to the university and for adapting the university to adults. Reviewing factors affecting retention, the digest says that student characteristics, circumstances, and the educational environment affect adult students' persistence and participation in higher education and suggests that since educators have so little influence over the first two of those factors, they had better concentrate on the third. Among the writers cited are those who believe that educational institutions are "out of sync" with adult students, that many adults attend school for reasons other than obtaining academic degrees (making "degree obtained" an irrelevant measure of persistence), and that institutions have taken three approaches toward adult programs (only one of which places the programs in the mainstream of the institution). The most relevant implications of several retention studies are presented in a review of retention models and adult students. A section on helping adults adapt to the university lists situational factors and psychological influences that affect persistence, as well as services and interventions that can help alleviate problems. The section on adapting the university to adult students lists eight program and instructional strategies to enhance retention and five techniques aimed at making the institutional environment more flexible. Eleven references appear. (CML)

ED 308 415 CE 053 282

*Nickse, Ruth S.*
The Noises of Literacy: An Overview of Intergenerational and Family Literacy Programs.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 3 Mar 89
NOTE- 96p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Basic Skills; Children; *Family Programs; *Family School Relationship; Functional Literacy; *Intergenerational Programs; Library Services; Limited English Speaking; *Literacy Education; *Parent Participation; *Poverty; Young Children
IDENTIFIERS- California; Florida; New York

This overview of intergenerational and family literacy programs in the United States consists of five sections, a bibliography, and four appendices. Section 1 presents background information and expectations for programs and describes the target populations and program designs and administration. Section 2 describes the research base and the common assumptions that motivate and justify program development, citing pressures of contemporary society; specific research from the fields of adult and emergent literacy, cognitive science, early childhood education, and family systems theory; the importance of cultural differences; and the political appeal of programs. Section 3 gives overviews, activities, and some evaluation data for programs in four sectors: adult basic education, libraries, family English literacy, and preschool and elementary programs. Section 4 presents a topology for classifying intergenerational and family literacy programs based on mode of intervention and target populations. The advantages and disadvantages of four program types are presented and critical questions for systematic investigation are posed. Section 5 consists of recommendations to support intergenerational and family programs. The document includes a 44-item bibliography. The appendices contain abstracts and lists of adult basic education programs, library family literacy programs, and preschool and elementary programs, with the emphasis on programs in California, Florida, and New York. (Author/CML)

ED 308 442 CG 021 767

*Hauff, Edvard*
International Aspects of Mental Health Work with Refugees and Future Directions: A European Perspective.
**Minnesota Univ., Minneapolis. Refugees Assistance Program - Mental Health Technical Assistance Center.**
SPONS. AGENCY- National Inst. of Mental Health (DHHS), Rockville, MD.
PUB DATE- 1 Apr 88
NOTE- 21p.
CONTRACT- NIMH-278-85-0024-CH
AVAILABLE FROM- Refugee Assistance Program--Mental Health Technical Assistance Center, University of Minnesota, Box 85, Mayo, Minneapolis, MN 55455.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - General (140)
DESCRIPTORS- Conferences; European History; *Foreign Countries; International Programs; *Mental Health Programs; Program Descriptions; Psychiatric Services; *Refugees; Rehabilitation; Research Needs; Victims of Crime
IDENTIFIERS- Refugee Assistance; *Refugee Mental Health; Torture Victims

This paper describes past and present European efforts to address the mental health needs of refugees. It begins with a brief historical survey of mental health services for refugees after the Second World War and delineates the policy recommendations from the 1948 International Congress on Mental Health. The next section describes current programs in Belgium, France, the Netherlands, Norway, Sweden, Denmark, and Germany. Following this, special programs in Copenhagen, Stockholm, London, and Oxford for refugees who have been exposed to torture are described. Recent international conferences in Europe involving representatives of the various medical and psychosocial centers for refugees in Europe are next described, along with documentation centers and networks and international journals on refugee issues based in Europe. Future directions are outlined for mental health work with refugees: briefly discussed are research and training needs, international networking, new journals, and planned conferences. The paper concludes with a call for greater cooperation between refugee mental health programs in Europe and North America with those in Third World countries. (TE)

ED 308 594 EA 021 089

*Noddings, Nel*
Developing Models of Caring in the Professions.
PUB DATE- Mar 89
NOTE- 35p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; *Ethics; *Feminism; Lawyers; Models; Nursing; *Professional Occupations; *Theory Practice Relationship
IDENTIFIERS- *Caring; Professionalism; *Theology

Much theoretical work is being done in relational ethics, particularly the ethics of care. Models of human caring are also arising within the professions. This paper discusses feminist contributions to theories of caring, focusing on the shared premises, conflicts, and paradoxes faced by four professions (law, nursing, theology, and education), which are moving toward the development of caring theories and models of practice. Evidence shows that feminist legal theorists and educators are trying to reconstruct law on a moral foundation that stresses caring and responsiveness; interest in caring models is driving the search for a new legal pedagogy. Today's nursing theory is similarly influenced by feminist theory and grounded on the concept of human caring. Like lawyers, nurses have not yet produced mature theories of professional pedagogy. Feminist theology, with its emphasis on experience and caring for living things and the environment, shares major assumptions and goals with feminist theorizing in law and nursing. Education evinces many of the paradoxes, premises, and conflicts appearing in the other professions. The ingredients for caring theories and models are there, but have not yet evolved into a powerful alternative theory of education. Three major difficulties are: (1) the devaluation of caring activities as "women's work"; (2) dominant traditional modes of thought and practice in schools; and (3) conflict among potential allies, such as humanistic educators. Ways to empower educational caring theories and models are discussed at length. Unfortunately, the very centrality of caring in teaching and nursing has contributed to the devaluation of both professions. (112 references) (MLH)

ED 308 625 EA 021 127

National Service: An Action Agenda for the 1990's. Coalition for National Service.
National Service Secretariat, Washington, DC.
PUB DATE- Nov 88
NOTE- 38p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Programs; Voluntary Agencies; *Volunteers; Youth; Youth Agencies; *Youth Employment; *Youth Opportunities; *Youth Problems; *Youth Programs
IDENTIFIERS- Coalition for National Service; *National Service; *Wingspread Conferences

In two chapters, this report describes the objectives of the Coalition for National Service, a group of individuals and organizations that support state and local youth service initiatives, foster discussion and debate on national service, and endorse a national service action agenda. Chapter 1 gives a brief overview of the status of, and perspectives on, national service. The information comes almost entirely from presentations made at the Wingspread Conference of the Coalition for National Service in July 1988. Chapter 2 describes an action agenda for the 1990s. (JAM)

ED 308 639 EC 220 502

*Porter, Mahlon E.*

How Vocational Teachers Rate Classroom Performance of Students with Mild Handicaps Using Curriculum-Based Vocational Assessment Procedures.

**Dependents Schools (DOD), Washington, D.C. European Area.**
PUB DATE- Oct 88
NOTE- 30p.; Paper presented at the Annual Convention of the Council for Exceptional Children (67th, San Francisco, CA, April 3-7, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Course Evaluation; Employer Employee Relationship; *Employment Potential; Job Skills; *Mainstreaming; *Mild Disabilities; *Outcomes of Education; Peer Acceptance; Secondary Education; *Student Evaluation; *Vocational Education; Vocational Interests; Work Attitudes
IDENTIFIERS- *Curriculum Based Vocational Assessment; Dependents Schools

This final evaluation report describes the Curriculum-Based Vocational Assessment (CBVA) project of the Department of Defense Dependents Schools (DoDDS). The program serves mildly handicapped (learning disabled and mildly retarded) secondary level students in 18 regular vocational education courses delivered in 45 middle, junior high, and senior high schools in DoDDS schools in Germany. CBVA assessment forms for 1,811 students were completed by 317 teachers, job placement coordinators, or work site supervisors. The project found that special education students were rated in the upper quartile for all 21 work-related behaviors indicating positive social adaptability in this setting. Performance on generalized employability skills was mixed with students average or better in applying academic skills to vocational instruction but was less proficient in categories related to employer-employee relationships. Vocational teachers indicated that extra assistance was routinely provided, with proficiency levels dramatically improved by such assistance. Results are reported both textually and graphically with findings separated by sex and by grades 6-8 and grades 9-12 for the following categories: grouped work related behaviors; grouped generalized employability outcomes; occupational skills outcomes; interest/aptitude; individual work related behaviors; and individual generalized employability outcomes. Additional charts present results on teacher assistance for the same categories. (DB)

ED 308 680 EC 220 553

*Leavell, Carol; Lewandowski, Lawrence*
Neurolinguistic Deficits and the Left Hemisphere in the Reading Disabled.
PUB DATE- 9 Feb 89
NOTE- 14p.; Paper presented at the Annual Meeting of the International Neuropsychological Society (17th, Vancouver, B.C., February 8-11, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Attention Control; Auditory Perception; *Brain Hemisphere Functions; Comparative Analysis; *Educational Diagnosis; Elementary Education; Listening Comprehension Tests; *Neurolinguistics; *Phonology; *Reading Difficulties
IDENTIFIERS- *Dichotic Listening

This study addressed the left hemisphere deficiency hypothesis, associated with reading disability, by accounting for attention and examining the relationship between dichotic listening results and neuropsychological deficits. Twenty reading-disabled (RD) and 20 non-reading-disabled (NRD) boys, aged 8-12, were administered the Verbal Dichotic Listening Task, the Non Verbal Dichotic Listening Task, the Lindamood Auditory Conceptual Test (LAC), and the Luria Nebraska Neuropsychological Battery-Childrens Revision (LNNB-CR). Results showed that RD children performed significantly more poorly than NRD children on: tests designed to measure overall "neurological involvement"; scales believed to tap predominantly left hemispheric processes, including the LNNB-CR Writing, Expressive Language, and Reading scales; the LAC, a test of phonemic segmentation; and the Left Sensorimotor scale, a scale which presumably taps left hemispheric sensory and motor functions. RD children performed equivalently to NRD children on the right hemispheric Visual scale. While RD children exhibited a similar left ear advantage for dichotic words as NRD children, they performed more poorly with both left and right ears. These data suggest that RD boys have problems with specific, predominantly left hemisphere-controlled functions, some of which are critical to reading. (JDD)

ED 308 358 CE 052 773

# Swedish Support to Non-Formal Adult Education Programmes.

**Swedish International Development Authority (SIDA).**

PUB DATE- Feb 88
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Adult Literacy; Adult Students; Costs; Developed Nations; *Developing Nations; *Economic Development; *Educational Finance; Foreign Countries; *Government Role; International Programs; *Literacy Education; Nonformal Education; Technical Assistance
IDENTIFIERS- *Sweden

This document presents an overview of support for economic development provided by the Swedish government to a variety of nonformal adult education programs in developing nations (mostly in Africa). The four sections of the report provide details of the following: (1) scope, objectives, and methods of Swedish development cooperation; (2) the Swedish International Development Association's (SIDA) assistance to nonformal adult education--a variety of channels and approaches; (3) the scope and guidelines of SIDA's Education Division for education assistance including support to nonformal adult education in quantitative terms and the content of the support; and (4) foreign aid to literacy programs, including financial assistance and technical assistance. A table shows the net payments of assistance from 1974-1987. (KC)

ED 308 486 CS 009 713

*Johns, Jerry L.*

Diagnostic Insights for At-Risk Readers with the Slosson Intelligence Test.

PUB DATE- 89
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Diagnostic Tests; Elementary Education; *High Risk Students; *Informal Reading Inventories; Intelligence Tests; *Reading Diagnosis; Student Behavior
IDENTIFIERS- *Slosson Intelligence Test

The pattern of correct and incorrect responses on the Slosson Intelligence Test (SIT) can be used by teachers to estimate the student's strengths and weaknesses. A scheme for classifying the items was developed to aid teachers and other professionals interested in conducting an informal item analysis with the SIT so it could be added to other diagnostic information. The eight categories for items on the SIT include: (1) arithmetic; (2) vocabulary; (3) numerical memory; (4) word memory; (5) comparison; (6) general knowledge; (7) motor skills; and (8) similarities and/or analogies. An example of how to implement the informal item analysis is provided. The goal of the informal item analysis will be achieved if it helps provide teachers with additional diagnostic insights so that instruction can be more responsive to students' needs. (Three tables of data are included.) (RS)

*Haas, Christina*

"Seeing It on the Screen Isn't Really Seeing It": Reading Problems of Writers Using Word Processing.

**Carnegie Mellon Univ., Pittsburgh, PA. Center for Educational Computing in English.**
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
REPORT NO.- CECE-TR-5
PUB DATE- Nov 87
NOTE- 41p.
GRANT- G008642161
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; *Critical Reading; Ethnography; Higher Education; *Reading Writing Relationship; *Word Processing; Writing Processes; Writing Research
IDENTIFIERS- Proofreading; Text Factors; Writing Tasks

An observational study examined computer writers' use of hard copy for reading. The study begins with a description, based on interviews, of four kinds of reading problems encountered by writers using word processing; formatting, proofreading, reorganizing, and critical reading ("getting a sense of the text"). Subjects, six freshmen enrolled in writing with computer classes and five more experienced writers for whom writing constitutes a major part of their work activities, were interviewed about their writing with word processing, were observed while writing in their natural environments, and kept process logs of the writing they were doing. Results indicated that: (1) individuals have difficulties reading their own writing on-line and they often supplement word processing with hard copy printouts for reading; (2) writers check formatting, proofreading, organization, and get a sense of the text from a hard copy; and (3) while there are differences in how student writers and more experienced writers use hard copy for reading, task variables such as length and difficulty may be important too. (Two tables of data and five figures are included; 19 references are attached.) (RS)

ED 308 519 CS 211 924

*Hermanson, Louise Williams*

# The Minnesota News Council: A Look at the Beginnings.

PUB DATE- Aug 89
NOTE- 22p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (72nd, Washington, DC, August 10-13, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Historical Materials (060) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Arbitration; *Journalism History; *Mass Media Role; *Newspapers; Oral History; Voluntary Agencies
IDENTIFIERS- *Minnesota Press Council; *News Councils

A study evaluated the beginnings of the Minnesota Press Council in 1971, particularly the thinking of those involved in the earliest stages of the formation of the council. Oral history interviews with two people involved in the establishment of the council were supplemented with minutes of meetings and compared to an earlier study of the council to verify factual information. Results of the evaluation indicated that part of the reason for the longevity of the council is the continued support of a "champion for the cause" and lack of extensive philosophical discussion about establishing a press council. Results also indicated that: (1) the Minnesota Newspaper Association board members intended to create an internal discussion group instead of a quasi-legal body; (2) members of the council were chosen for their individual integrity rather than to represent special interests; and (3) newspapers supported the actions of the council, contrary to the expectations of some of the founders of the council. (Forty-nine footnotes are included.) (RS)

ED 308 535 CS 211 953

*Dodd, Julie E.; And Others*
Work Expectations in Journalism as an Educational Concern.

PUB DATE- Aug 89
NOTE- 41p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (72nd, Washington, DC, August 10-13, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Career Choice; *College Students; Higher Education; *Journalism; Journalism Education; Questionnaires; *Student Attitudes; Undergraduate Students
IDENTIFIERS- *Job Expectations; Journalism Research; Student Surveys

Using a modified version of a survey developed for journalism professionals by the American Society of Newspaper Editors, a study surveyed students enrolled in an introductory mass communication writing course at a large public university. A total of 265 usable surveys were completed. The survey included open-ended questions about job expectations, reasons for selecting communications as a career, and experiences on high school publications. A major purpose in conducting the survey was to develop a questionnaire that could be used to collect information for a longitudinal study, beginning with high school journalism students and following them through college and into careers in journalism. Results indicated that survey responses of professional journalists are more similar to those of journalism students than to those of communications

students in general. Findings also revealed that college students were capable of responding to questions and making some evaluative judgments about the nature of work in communications. (Two tables of data are included, and 28 references are attached.) (MM)

ED 308 550 CS 212 089

*Sensenbaugh, Roger*
Writing across the Social Studies Curriculum.
**ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.; ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.**
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- ISBN-0-927516-05-5
PUB DATE- 89
NOTE- 110p.; Teaching Resources in the ERIC Database (TRIED) Series.
CONTRACT- RI88062001
AVAILABLE FROM- ERIC Clearinghouse on Reading and Communication Skills, 2805 E. 10th St., Smith Research Center, Suite 150, Bloomington, IN 47405 ($12.95 plus $1.50 postage and handling); ERIC Clearinghouse for Social Studies/Social Science Education, 2805 E. 10th St., Smith Research Center, Suite 120, Bloomington, IN 47405 ($12.95 plus $1.50 postage and handling).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Class Activities; *Geography; *Lesson Plans; Secondary Education; *Social Studies; Teaching Methods; *United States History; *World History; Writing Across the Curriculum; *Writing Instruction

IDENTIFIERS- ERIC Clearinghouse for Social Studies Soc Sci Educ; ERIC Clearinghouse on Reading and Commun Skills

This book of lesson plans, compiled from resources in the ERIC database, focuses on writing activities for junior high and high school social studies classes. The book begins with an introductory essay by John J. Patrick and then provides lessons on world history, United States history, general topics, and newspapers, as well as, a user's guide, an activities chart, resource sheets, and an annotated bibliography of related resources in the ERIC database. (MS)

ED 308 565　　　　　　　　　　　　CS 506 732

*Peeples, Binford H., Ed.; Morse, Glynna E., Ed.*
Southeast Regional Conference of the Association for Business Communication Proceedings. (Tampa, Florida, February 25-27, 1988).
**Association for Business Communication, Houston, TX.**
PUB DATE- Feb 88
NOTE- 104p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Business Communication; Business English; *Communication Skills; Ethics; Job Application; Language Usage; Sex Bias; *Technical Writing; Telecommunications; *Writing Instruction
IDENTIFIERS- Collaborative Writing

These proceedings contain the following papers: "Corporate Conduct: The Importance of Proper Etiquette and Communication" (Glenna A. Dod and Susan L. Fay); "Establishing a System for Technical Editing" (Marlene A. Hobel and Kathy L. Urbach); "Office Technology in Business Communication Textbooks: Current Status, Future Recommendations" (Richard M. Hodgetts and Jane Whitney Gibson); "Nonverbally Speaking--You Ought to Be in Pictures" (Bonnie Bellamy Howard and Alexa Bryans North); "Teaching Communication Techniques through Video" (Jennie Hunter); "Teaching Business Report Writing Deductively" (Thomas P. Loughman); "Biased Language in the Workplace: Are Managers Meeting the Challenge?" (Linda S. Munilla and Lloyd N. Dosier); "Bringing the Technology of Telecommunications into Business Communication" (Judy C. Nixon and Judy F. West); "The Impact of Deregulation and Divestiture on Telecommunication Systems and Networks" (Binford H. Peeples and Glynna E. Morse); "The Effect of Style on Memory and Comprehension: Results of an Exploratory Research Project" (Dwayne Pepper and Kenneth R. McCroan); "Writing for Publication" (Betty R. Ricks); "Check Your Communication Skills: Will You Survive as a Manager" (Carolyn Roberts); "One Project with Collaborative Writing" (Deborah Britt Roebuck); "Ethics: Codes, Crimes, and Communication" (Gary H. Shaw); and "Job Application Forms: The Good, The Bad, and The Ugly" (Mark Sherman). An appendix contains the program of activities at the conference, with the names of participants. (SR)

ED 308 654 EC 220 518

*Jennische, Margareta*
Alternative and Augmentative Communication Routes Used by a Nonspeaking Autistic Boy.

PUB DATE- Oct 88
NOTE- 9p.; Paper presented at the Biennial Conference of the International Society for Augmentative and Alternative Communication (5th, Anaheim, CA, October 23-26, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Autism; Case Studies; *Communication Aids (for Disabled); *Communication Skills; Foreign Countries; Interpersonal Communication; *Training Methods
IDENTIFIERS- *Augmentative Communication Systems; *Bliss Symbols; Sweden

Through training, a 14-year-old Swedish boy with autism was able to develop alternative and augmentative communication routes for social communication. After difficulties in using manual signs, the boy was introduced to Blissymbols, which developed his ability to communicate and his interest in written words. Although still autistic and non-speaking, the boy developed an ability to ask for things and to relate his experiences. He has become very resourceful in utilizing all the communication tools introduced to him, and he also invents new ones. The case study shows the importance of presenting a variety of communication means and the importance of being persistent in conducting communication therapy. (JDD)

ED 308 667 EC 220 531

*Easterday, Joseph R.; And Others*
Severely Handicapped Youth Competing in the Labor Market: Implementation and Effectiveness Report from the First Two Years of Project COMPETE. Working Paper 87-2. COMPETE: Community-Based Model for Public School Exit and Transition to Employment.
**Indiana Univ., Bloomington. Center for Innovation in Teaching the Handicapped.**
SPONS. AGENCY- Indiana State Dept. of Mental Health, Indianapolis.; Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 87
NOTE- 40p.; For related documents, see EC 220 524-535.
GRANT- G008430112
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Reports - Research/Technical (143)
DESCRIPTORS- *Agency Cooperation; Community Programs; *Education Work Relationship; *Employer Attitudes; Employment Experience; *Job Placement; *Moderate Mental Retardation; *Severe Mental Retardation; Student Characteristics; Transitional Programs; Vocational Rehabilitation
IDENTIFIERS- *Supported Work Programs

This paper is a product of Project COMPETE, a service demonstration project undertaken for the purpose of developing and validating a model and training sequence to improve transition services for moderately, severely, and profoundly retarded youth. The paper reports on the first 2 years of the project, which has placed 20 students with a mean IQ of about 38 in community work experience sites. A marketing approach was used which showed that employers considered such worker characteristics as good work habits, work attitudes, and interpersonal skills to be critical to occupational stability. It also showed that employers consider a worker who has previously developed the critical traits to be easier to retrain because retraining can focus on vocational skill specific to the new job. The project's experience has shown the usefulness of employer-validated information and evaluative feedback in development of a vocational training program at the secondary level that stresses the demands of the work environment and cooperative programming by both public schools and rehabilitation agencies. (DB)

ED 308 344 CE 052 729

Make It Your Business. A Corporate Fundraising Guide for Literacy Programs.

**Business Council for Effective Literacy, New York, NY.**

PUB DATE- Jan 89
NOTE- 56p.
AVAILABLE FROM- Business Council for Effective Literacy, 1221 Avenue of the Americas, 35th Floor, New York, NY 10020 ($5.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Collected Works - Serials (022)
DESCRIPTORS- *Community Support; *Corporate Support; Donors; Educational Finance; Endowment Funds; *Financial Support; *Foundation Programs; *Fund Raising; Institutional Advancement; *Literacy Education; Private Financial Support; Program Proposals; Proposal Writing; Resources

IDENTIFIERS- Foundation Center

This guide is intended to help local, state, and national literacy program staff in their attempts to develop corporate funding for their activities. Part I discusses the role of direct corporate giving in the national philanthropic context, as well as patterns and forms of corporate giving. Part II gives guidelines on how to prepare for and implement a good corporate fund-raising program. (The advice given is, basically, ensure readiness for corporate fund raising; develop information about the local corporate giving community; prepare proposals that meet company guidelines, that are clearly expressed, and that are accompanied by good supporting documentation; and follow up and keep good records.) Part III discusses indirect corporate giving that literacy applicants should consider and highlights other forms of business help available locally. The groups covered in Part III are the United Way of America; product brokering organizations, including Gifts in Kind; and other business resources. Appendix A lists the names and addresses of key national resource organizations, including those cited in the main text. Appendix B provides a nine-item bibliography. Appendix C lists the regional offices of the Foundation Center, a major source of information about the corporate giving arena. Appendix D provides sample forms for corporate employee-generated grant programs. (CML)

ED 308 373 CE 052 796

*Davison, Trevor*
Critical Theory and Adult Education: A Representative Literature Review.
PUB DATE- 89
NOTE- 21p.
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Adult Education; *Controversial Issues (Course Content); *Critical Thinking; *Educational Philosophy; *Teacher Student Relationship; *Theory Practice Relationship

The adult capacity for critical thinking has many implications for adult education, and it is on this capacity that some writers have pinned their belief that adult education (as opposed to schooling) can be a liberating--even emancipating--experience. (Critical thinkers are able to learn through the reflection of self and one's relationship to the world.) A frequently voiced implication is that adults' education must help them determine what is good because adults can build the world they want through their control of adult experience. Critically examining experience can lead to the awareness that actions could have been, and can be, otherwise. If they are to incorporate critical thinking, adult education situations should begin with the learner's reality and cover situations, not subjects, so that learners can reflect critically on their experiences and the experiences of others. Teachers of adults should attempt to close the professional distance between themselves and learners, so that they can become less concerned with transferring knowledge to learners and more concerned with creating knowledge and understanding by tacher and learner alike. Even technical skills and knowledge can be taught within a context that encourages critical thinking. Learners do not always want to think critically, so teachers must maintain a sense of their own limitations. Teachers who assume that their ideology--even if it promotes critical thinking--is the one and only true way of viewing the world are incompetent, not liberating, educators. (The document includes a list of 18 references.) (CML)

ED 308 430 CG 021 752

*Peterson, Susan C.; And Others*
An Annotated Bibliography on Refugee Mental Health. Volume II.
**Minnesota Univ., Minneapolis. Refugees Assistance Program - Mental Health Technical Assistance Center.**

PUB DATE- 88
NOTE- 596p.; For Volume I, see CG 021 751.
AVAILABLE FROM- Refugee Assistance Program--Mental Health Technical Assistance Center, University of Minnesota, Box 85, Mayo, Minneapolis, MN 55455.
LANGUAGE- English
EDRS Price - MF03/PC24 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Acculturation; *Bilingual Education; Child Welfare; Counselor Training; *Cross Cultural Studies; *Cultural Context; Cultural Influences; Emotional Disturbances; Ethnic Groups; Health Needs; Immigrants; Kinship; Mental Disorders; *Mental Health; Migrants; Needs Assessment; *Psychological Needs; Psychological Services; Psychotherapy; *Refugees; Rehabilitation Counseling; Relocation; Research Reports
IDENTIFIERS- Refugee Assistance; *Refugee Mental Health

The second volume of this annotated bibliography contains primarily materials in published scientific literature on refugee mental health. References have been grouped into five major sections. Section 1, Understanding Refugees in Context, provides important background material in five categories: cultural and related information about different refugee or ethnic groups; research on refugee experience and behavior; policy issues; physical health and medical care of refugees; and assimilation, acculturation, and adaptation. Section 2, Specific Mental Health Issues and Refugees, lists resources in the following categories: typical or common mental health problems, disorders, or issues for refugees; assessment and diagnosis; needs assessment; treatment; prevention, promotion, and outreach; mental health service delivery; and training issues and professional development. Section 3, Concerns of Selected Subgroups of Refugees, provides references on the specific issues and needs of children and adolescents, women, and the elderly, along with references describing kinship issues facing refugee families in their country of resettlement. It also contains a category of references on refugees who have been victimized by torture, terror, concentration camps, and/or rape. Section 4, Other Bibliographies on Refugees and Related Topics, includes both published and unpublished bibliographies. Section 5, Language, consists of references in the following areas: issues in education and bilingual education; interpretation; and language and language concerns. Three indices are included, organized by refugee/ethic group, author, and subject. (TE)

ED 308 457 CG 021 799

*Gjerde, Per F.; Block, Jack*

The Early Personality Context of Adolescent Dysthymia: A Prospective Study of Gender Differences.

SPONS. AGENCY- National Inst. of Mental Health (DHHS), Rockville, MD.
PUB DATE- Apr 89
NOTE- 16p.; Paper presented at the Annual Meeting of the Society for Research in Child Development (Kansas City, MO, April 1989).
GRANT- MH-16080
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; *Depression (Psychology); Elementary Secondary Education; High Risk Persons; Identification; *Longitudinal Studies; Personality Traits; *Predictor Variables; *Sex Differences

Adolescence has been identified as a period when appreciable gender differences begin to occur in the nature and frequency of depressive symptoms. Following puberty there is a sharp increase in the frequency of depression among girls and an apparent decrease in the frequency of depression in boys. The Block and Block longitudinally-followed sample was used in this study in which subjects (N=87) at age 18, completed the Center for Epidemiological Studies Depression Scale. Scores on this scale were then related to psychologically comprehensive observer evaluations and self-report ratings of adolescent personality. Results showed that 18-year-old adolescents with depressive tendencies differed, as early as grade school, in their personality structure. Male dysthymic adolescents were externalizing; female dysthymic adolescents were internalizing. These gender differences continued over the next decade and into adolescence. As might be expected from relations spanning many years, and with many other influences operating in between, these prospective relations were not as strong as concurrent results. These gender-differentiated findings raise the possibility that there is a personality structure vulnerable to depression, that this vulnerability can be identified early in life, and that it differs for girls and boys. (ABL)

ED 308 471 CS 009 690

*Mason, Jana M., Ed.*
Reading and Writing Connections.
REPORT NO.- ISBN-0-205-11855-0
PUB DATE- 89
NOTE- 310p.
AVAILABLE FROM- Allyn and Bacon Order Dept., 200 Old Tappan Rd., Old Tappan, NJ 07675 ($16.50).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Reports - Research/Technical (143) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Child Development; Elementary Education; Expository Writing; High Risk Students; Kindergarten; Preschool Children; *Reading Instruction; Reading Research; *Reading Writing Relationship; Spelling; Writing Instruction; *Writing Processes; Writing Research
IDENTIFIERS- Emergent Literacy; Whole Language Approach

This collection of papers, from a conference on reading and writing connections held at the University of Illinois in October 1986, reflects the value of demonstrating connections between reading instruction and writing. The book shows practitioners how writing can be blended with reading instruction and how writing activities can be used not just to augment reading but also to establish and bolster emergent reading. The book contains the following chapters: (1) "Speech to Writing: Children's Growth in Writing Potential" (Martha L. King); (2) "Forms of Writing and Rereading from Writing: A Preliminary Report" (Elizabeth Sulzby and others); (3) "Movement into Word Reading and Spelling: How Spelling Contributes to Reading" (Linnea C. Ehri); (4) "Connections in Learning to Write and Read: A Study of Children's Development through Kindergarten and First Grade" (Lee Dobson); (5) "Reading and Writing Attempts by Kindergartners after Book Reading by Teachers" (Jana M. Mason and others); (6) "Reading and Writing Development in Whole Language Kindergartens" (JoBeth Allen and others); (7) "Writing and Reading : The Transactional Theory" (Louise M. Rosenblatt); (8) "Connecting Writing: Fostering Emergent Literacy in Kindergarten Children" (William H. Teale and Miriam G. Martinez); (9) "Research to Practice: Integrating Reading and Writing in a Kindergarten Curriculum" (Alice J. Kawakami-Arakaki and others); (10) "Preschool Children's Reading and Writing Awareness" (Janice Stewart and Jana M. Mason); (11) "Success of At-Risk Children in a Program that Combines Writing and Reading" (Gay Su Pinnell); and (12) "Acquisition of Expository Writing Skills" (Taffy E. Raphael and others). (MS)

ED 308 579 EA 021 054

*Hallinger, Philip; Wimpelberg, Robert*
New Settings and Changing Paradigms for Principal Preparation.
PUB DATE- Mar 89
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Administrator Attitudes; Administrator Effectiveness; Administrator Role; *Educational Administration; Elementary Secondary Education; *Instructional Leadership; Leadership Qualities; *Leadership Training; *Principals; Professional

Development

This paper adapts the framework developed by J. Murphy and P. Hallinger (1987) in a conceptual analysis of current approaches to educational leadership development. Murphy and Hallinger identified differentiating patterns of program operation in the areas of program content, program process, program focus, and what this referred to as "supporting tissue." The first section presents the conceptual framework. Next, examples from specific principal development programs are used to illustrate the range of variation among emerging approaches within the context of the conceptual framework. In the final section, the implications of the analysis for the future of principal training and development are discussed. (42 references) (SI)

ED 308 610 EA 021 109

*Carson, Terrance R.*
A "Race" between Education and Disaster: Curriculum for the Survival of the Species.
PUB DATE- May 89
NOTE- 18p.; Paper presented at the "Curriculum at the Centre" conference (Montreal, Quebec, Canada, April 30-May 3, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Curriculum Development; Elementary Secondary Education;

Environmental Education; Foreign Countries; *Global Approach; International Education; *Peace
IDENTIFIERS- *Canada

The world is in crisis, and the future survival of humankind is in question. Technology encourages communication in terms of speed and efficiency, and it is the task of educators to rediscover alternative languages. While the global crises of peace, the environment, the economy, and education are prominent, the opportunities are also great if understanding can be achieved of what these mean in terms of educating for a more peaceful future. For teachers it will mean enlarging perspectives from the national frame of reference to the global. This implies that teachers need to face up to the planetary crises without becoming overwhelmed; that the concept of security needs to be broadened to include economic and environmental, as well as national, security; and that the old habits of domination must be thrust aside to make room for a new emphasis on humanity. Modifications in curicula in response to the global crises include shifting from specialized to integrated knowledge and from passive to active learning; honoring narrative understanding; learning social responsibility; and cultivating agreements in everyday life. The realization that all humankind is together on this planet, with a shared future, must come: the future of the planet cannot be controlled by one voice imposing a solution. (KM)

ED 308 626 EA 021 128

*Taylor, Barbara; Madsen, Jean*

The Career Ladder Process in Missouri: A Report on How Districts Are Realizing the Goals of the Program.

PUB DATE- Mar 89
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Career Ladders; Elementary Secondary Education; *Inservice Education; Labor Force Development; *Professional Development; Promotion (Occupational); *Staff Development; *Student Improvement

IDENTIFIERS- *Career Ladder Program MO

The purpose of this report was to examine the progress of 60 local school districts toward attaining the goals of Missouri's Career Ladder Program. The goals were identified as teacher retention, teacher responsibility, professional growth, teacher sharing, teacher collaboration, and student enhancement. The assessment documents of 58 ladder districts were analyzed. These districts had been in the program for two years and had submitted assessments of their career ladder program to the state agency. Site visits were made to 44 of these districts. The results indicate that academic enrichment and remedial programs have enhanced learning opportunities for students; that effective teachers already on staff are remaining in the district; and that the school and community are increasingly communicating. Participants also report greater teacher involvement in school organizations and increased professional interactions. (Author)

ED 308 288 CE 052 569

Gaining the Competitive Edge.
**American Society for Training and Development, Alexandria, VA.**
PUB DATE- 88

NOTE- 24p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Competition; *Corporate Education; *Economic Development; Educational Needs; Employer Attitudes; *Human Capital; *Job Training; *Policy Formation; Postsecondary Education; Public Policy; Retraining; Staff Development

Economic competitiveness is today's most critical issue. Keeping the United States competitive in the world marketplace means the difference between a rising standard of living for everyone and the disappearance of what is taken for granted as a way of life. Developing human capital is the route toward successful competition, as some examples show. Successful U.S. companies gain a competitive edge by (1) developing a global perspective; (2) transforming organizations through leadership; (3) fostering innovation; (4) collaborating in nontraditional alliances; (5) serving the customer well; (6) producing more with less; (7) integrating technology and human resources; and (8) continually training and developing employees. The American Society for Training and Development feels a special responsibility in calling for action on competitiveness because it knows that corporate learning programs make companies more competitive. Business leaders, policymakers, and noncorporate educators must also support this goal. Several key steps must be taken to produce results: employers must use training and development to achieve business goals and train for an adaptive work force; educators must increase their connections with employers; and government policies must support training and investment for the development of a more competitive work force. (58 references.) (KC)

ED 308 302 CE 052 670

*Barry, Ursula*
Information Technology and the Training and Career Development of Women: The Case of Ireland. Training Discussion Paper No. 29.
**International Labour Office, Geneva (Switzerland).**
REPORT NO.- ISBN-92-2-106914-1
PUB DATE- Jun 89
NOTE- 58p.; Edited by the Training Policies Branch.
AVAILABLE FROM- ILO Publications, International Labour Office, CH-1211, Geneva 22, Switzerland.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Career Development; Case Studies; Developed Nations; *Employed Women; Foreign Countries; *Information Technology; Inservice Education; *Office Occupations; Office Occupations Education; *Service Occupations; Staff Development; *Technological Advancement; Technology Transfer; Vocational Education
IDENTIFIERS- *Ireland

This report concerns the training requirements of women workers arising from the introduction of new technology in the services sector of the Irish economy. Section 1 discusses the importance of the services sector as a source of employment for women workers. In Section 2, the structure of female employment in the services sector is explored with particular emphasis on the place of women workers in the occupational hierarchy. Section 3 contains four case studies of organizations within the services sector where new information technologies have been or are about to be introduced on an extensive scale. They cover a banking organization, a retail organization, a major public utility, and a local government agency--all of which are major employers of female workers. Section 4, on training institutions, concentrates on training programs particularly associated with new technology. Section 5 summarizes conclusions and recommends more emphasis on training and career development in negotiations concerning new technologies and inclusion of specific positive action initiatives in equal opportunities programs. (Fifteen data tables and 17 references are appended.) (YLB)

ED 308 316 CE 052 690

A System for Curriculum Development. An ECN Resource.

**East Central Network for Curriculum Coordination. Springfield, IL.; National Network for Curriculum Coordination in Vocational and Technical Education.**

SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.

PUB DATE- Jun 89

NOTE- 25p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- Curriculum Design; *Curriculum Development; *Curriculum Evaluation; *Material Development; Models; Postsecondary Education; Secondary Education; *Vocational Education

This booklet contains a functional system for the development of the vocational education curriculum. It is intended as a quick reference when a brief curriculum overview is needed by those interested in vocational education, such as congressional aides, the National Council of Vocational Education, the U.S. Department of Education, and the American Vocational Association. It is also designed for use by vocational educators involved in developing curriculum and instructional materials to prepare students for an occupation. The booklet describes each of the seven steps to curriculum development: (1) precurriculum study; (2) job study; (3) design curriculum; (4) develop materials; (5) field test; (6) implement; and (7) follow-up evaluation. The document lists names, addresses, and telephone numbers of the members of the National Network for Curriculum Coordination in Vocational and Technical Education. (YLB)

ED 308 330 CE 052 710

*Parsons, Don; Borcher, Sid*

A Ranking of High Demand Occupations Appropriate for Secondary Vocational Education.
**Northern Arizona Univ., Flagstaff. Center for Vocational Education.**
SPONS. AGENCY- Arizona Occupational Research Coordinating Unit, Phoenix.
PUB DATE- Aug 86
NOTE- 63p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Cost Estimates; *Costs; *Demand Occupations; Educational Demand; *Employment Opportunities; Employment Projections; *Labor Needs; *Labor Supply; Occupational Information; Secondary Education; *Vocational Education

The Arizona Center for Vocational Education was mandated to provide the State Board for Vocational and Technical Education with an annual list of high demand occupations ranked according to a job opportunity factor that takes into consideration both supply and demand for workers in that occupation. The list was to indicate which occupations were appropriate for training at the 11th and 12th grades. The Center was also charged with determining a cost factor for each of the occupations on the list. A study identified 38 Program Delivery Units (PDUs), each of which represented a group of occupations that required a similar facility with similar types of equipment and similarly qualified instructors to train for each of the occupations in the cluster. (Tables in this report rank PDUs according to allocated demand; demand minus community college and private school supply; and demand minus high school, community college, and private school supply. PDU cost factors are illustrated in another table. An appendix contains 38 charts that indicate Occupational Employment Service job titles ranked on demand by PDU.) (YLB)

ED 308 359 CE 052 776

*Wilson, Patricia A.*
Competency-Based Vocational Education: What It Means to Industry in the 1990s.
PUB DATE- 10 Jul 89
NOTE- 8p.; Paper presented at the National Meeting of the National Network for Curriculum Coordination in Vocational and Technical Education (Kansas City, MO, July 10, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Competency Based Education; Economic Development; Educational Needs; *Education Work Relationship; Employment Potential; Employment Projections; *Entry Workers; *Futures (of Society); Human Relations; Interpersonal Relationship; Job Skills; Labor Market; Postsecondary Education; *School Business Relationship; Secondary Education; Technological Advancement; *Vocational Education

The current crisis in education, coupled with the changing work force and changing business needs in the 1990s, poses a challenge for vocational education. Competency-based vocational education needs to evaluate its competencies to see if training graduates to meet them will serve the needs of the new work situation and keep the United States competitive. In particular, vocational education must prepare students for interpersonal business relationships--the single most predictive indicator of job success. Some of the changes that the 1990s will introduce into the workplace are the following: (1) development and acceptance of expert systems; (2) development of alternate delivery systems for a diverse work force; (3) creation of super teams to replace super stars; (4) adaptation to individual needs; and (5) use of the international language of business. The emphasis for the 1990s will be on designing integrated learning systems that are people, not data based. Vocational education programs can be renewed by choosing to adopt a new outlook, choosing an alternate path, seeking creative options, fostering innovation, and accepting change as the path to discovery and growth. (KC)

ED 308 387 CE 052 813

*Brett, Belle*
Polaroid/Inner City, Inc. A Summary of Graduate Characteristics and Job Retention 1984-1986.
**Polaroid/Inner City, Inc., Roxbury, MA.**

PUB DATE- Dec 88
NOTE- 22p.; For an earlier report, see ED 267 176.
AVAILABLE FROM- Polaroid/Inner City, Inc., 716 Columbus Avenue, Roxbury, MA 02120 ($2.50; each additional copy $1.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Disadvantaged; *Employment Programs; *Entry Workers; Graduate Surveys; Job Performance; *Job Placement; *Job Training; Labor Turnover; *Outcomes of Education; Postsecondary Education; *Student Characteristics; Technical Education; Unemployment
IDENTIFIERS- *Polaroid Inner City Inc

Inner City, Inc. is a wholly owned subsidiary of Polaroid Corporation, in Roxbury, Massachusetts, that has provided job training for the past 20 years to Boston's unemployed, underemployed, and disadvantaged residents, with entry into meaningful employment. Training occurs within the framework of an actual manufacturing environment so that the trainees can gain an understanding of the real work world while having access to a variety of educational and support services. Approximately 100 trainees are placed in permanent jobs each year. In order to determine graduate characteristics and job retention rates, a questionnaire was sent to the placement sites of 338 Inner City graduates of 1984-1986, with a response of 79 percent from personnel representatives. Other data were supplied by Inner City, Inc. records. Among the findings of the study were that the median age of graduates was 25, the median time spent at Inner City was 6 months, and nearly all graduates were minorities (93 percent black). The study also found that the percentage of students placed in high technology firms has decreased sharply over the 3 years under study. Average wages have gone up from about $5 to about $6 an hour. Most employers reported that graduates were above-average performers. Those employed more than 1 year at the same company were more likely to be women, to be older, to have been placed in 1984 rather than 1985 or 1986, and to have been in the Inner City program a longer time. Although causes and effects could not be linked in the study, the data pointed to positive outcomes of the training program. (Author/KC)

ED 308 402 CE 052 837

*Imel, Susan*
Adult Literacy Issues: An Update. ERIC Digest No. 89.
**ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.**
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- EDO-CE-89-89
PUB DATE- 89
NOTE- 4p.
CONTRACT- RI88062005
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Adult Basic Education; *Adult Educators; *Adult Literacy; *Adult Reading Programs; Basic Skills; *Functional Literacy; *Literacy Education; Program Evaluation; Reading Instruction; Reading Skills; Standards
IDENTIFIERS- ERIC Digests; Professionalism

This digest about issues currently being debated in the adult literacy field examines the appropriate goals and objectives for adult literacy education, professionalization of the field, and literacy program evaluation. The first section reflects the disagreement between those who believe the purpose of literacy education should be to support economic development by preparing citizens for employment and for effective performance in a high-productivity economy and those who believe that the purpose of literacy education should relate more to liberating people for intelligent, meaningful, and humane action in the world. In the section on professionalization of the field, the digest discusses a number of factors (the use of volunteer tutors, the need for an integrated system to support professional development, and a lack of consensus about what level of education and training is needed for effective performance) that have converged to direct interest to the professionalism issue during the 1980's. The section on evaluation of adult literacy programs calls for knowledgeable professionals to develop more effective evaluation of literacy programs, but recognizes the difficulty of defining goals for the evaluation of such programs when the purpose and goals for adult literacy in general have not been set. The digest concludes with 12 references. (CML)

ED 308 416 CG 021 736

*Balgopal, Pallassana R.; And Others*
Quality Assurance in Nursing Homes.
SPONS. AGENCY- Illinois State Dept. of Public Aid, Springfield.; Illinois Univ., Urbana. Jane Addams School of Social Work.
PUB DATE- 87
NOTE- 76p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Books (010) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Community Support; Facility Guidelines; Health Facilities; Medical Services; Needs Assessment; *Nursing Homes; Organizational Development; *Personal Care Homes; *Program Effectiveness; Program Evaluation; *Quality Control
IDENTIFIERS- *Quality Assurance Programs

This manual, developed for the nursing home employee, examines the concept of quality assurance in nursing homes, describes the benefits of an effective quality assurance program, and provides guidelines to aid nursing homes in developing an appropriate quality assurance program. After a brief introduction, a working definition of quality assurance is provided, and the four steps in the quality assurance cycle are delineated: identifying needs, planning, implementing changes, and evaluation of results. The next chapter discuss the quality of life mission of nursing homes; this is followed by guidelines for administrators and supervisors in dealing with staff. The next three chapters provide specific suggestions for quality assurance in various aspects of nursing home management: building a positive community image, addressing the needs of families, and improving the nursing home environment. Costs of quality assurance are next considered, and two types of quality assurance program--informal and formal--are described and compared. The manual concludes with guidelines for developing such a program, and sample documentation is appended, along with a list of references. (TE)

ED 308 443 CG 021 768

*Kinzie, J. David*

Psychiatric Clinical Programs for Refugees: Development, Staffing, Structure, and Training.

**Minnesota Univ., Minneapolis. Refugees Assistance Program - Mental Health Technical Assistance Center.**

SPONS. AGENCY- National Inst. of Mental Health (DHHS), Rockville, MD.
PUB DATE- Mar 88
NOTE- 21p.
CONTRACT- NIMH-278-85-0024-CH
AVAILABLE FROM- Refugee Assistance Program--Mental Health Technical Assistance Center, University of Minnesota, Box 85, Mayo, Minneapolis, MN 55455.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Clinical Diagnosis; Cultural Differences; Medical Services; Mental Disorders; *Mental Health Clinics; *Mental Health Programs; Personnel Needs; Program Content; Program Design; *Program Development; Psychiatric Hospitals; Psychiatric Services; Psychological Needs; *Psychological Services; Psychopathology; Psychotherapy; *Refugees
IDENTIFIERS- Oregon Health Sciences University; Refugee Assistance; *Refugee Mental Health

This paper describes the development of clinical programs for the psychiatric needs of refugees. It begins with a discussion of the known psychiatric epidemiology of immigrants and refugees: the increased likelihood of depression, schizophrenia, reactive psychoses from trauma, and organic or psychophysiological disorders. Barriers that refugees experience in receiving services are next discussed, along with the basic issues that clinical programs must address to meet refugee needs. The staffing needed for an effective program is considered, including the psychiatrist, the bilingual mental health workers, and other therapists, while program content should include cross-culturally valid psychiatric assessment, regular program evaluation, and medical evaluation of refugees. After a hypothetical discussion of the ideal program and the barriers to achievement of such an ideal, the psychiatric program for Southeast Asian refugees at the Oregon Health Sciences University is described to illustrate various approaches to providing refugee mental health services. Other clinical services in other settings are briefly reviewed, and the paper concludes with a discussion of training needs for counselors and bilingual staff. References are included. (TE)

ED 308 595 EA 021 092

*Oppenheimer, Jo; Ziegler, Suzanne*
Suspension, Alternatives to Suspension and Other Approaches to Discipline. #189.
**Toronto Board of Education (Ontario).**
REPORT NO.- ISBN-0-88881-201-9
PUB DATE- 88
NOTE- 84p.; Some tables may reproduce poorly due to small print.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Behavior Problems; *Discipline; *Discipline Policy; *Discipline Problems; Elementary Secondary Education; Foreign Countries; In School Suspension; Intervention; Prevention; *School Law; *Suspension
IDENTIFIERS- *Ontario (Toronto)

Suspension rates in Ontario schools are high compared to British figures, low compared to American ones. The first of two sections presents an overview of the current status of school suspensions, including legal considerations, statistics regarding the number of students affected by suspension, characteristics of students who are suspended and the effects of suspension. The second section describes other approaches to student discipline that include inschool withdrawal and suspension programs, alternative interventions to suspension, and preventive approaches. The report indicates that suspensions and withdrawals do not occur in all Toronto Board of Education Schools (TBES), nor do they occur to the same degree in those schools where they are used. Furthermore, suspensions and withdrawals are disproportionately distributed according to gender, age, and grade; they are most frequent among 14 year-old male pupils in grade 9. Recommendations for suspension prevention, strategies of improved discipline, a population chart by grade for TBES, and 73 references are appended. (SI)

ED 308 655 EC 220 519

*Gaylord-Ross, Robert*
An Aversive Issue...Which Refuses To Go Away.

PUB DATE- Nov 88
NOTE- 8p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Behavior Disorders; *Behavior Modification; Civil Rights; Decision Making; Due Process; Ethics; Intervention; *Punishment; *Self Mutilation; *Severe Mental Retardation; Training Methods
IDENTIFIERS- *Aversion Therapy

Chronic self-injury is a psychopathology which afflicts some persons with severe mental retardation. The self-injurious acts may be carried out to avoid completion of a task, or the behavior may be intrinsically reinforcing. Professional responses have included use of restraints, psychopharmacology, placement in more restrictive settings, and engaging the children in alternative activities. If all reasonable positive approaches have been tried and found to be unsuccessful, aversion techniques are called for, such as the SIBIS cloth helmet which delivers a shock to the arm following a self-injurious act. In many facilities, de facto elimination of the use of aversives has occurred due to the facilities' fear of lawsuits against them. A careful weighing of costs and benefits should be done on a case-by-case basis to ensure that the client's right to treatment and a better quality of life are not denied. A two-phase process is advanced to maximize the chance of treatment success and the social integration of the client: (1) a rigorous process should be established to guarantee that intensive nonaversive procedures are tried before a committee recommends use of aversive therapy; and (2) implementation of aversive procedures should be overseen by a national board of certified professionals. (JDD)

ED 308 681 EC 220 554

*Schonert, Kimberly A.*

Moral Development in Alternative and Traditional High School Students.

PUB DATE- Aug 88
NOTE- 84p.; Paper presented at the Annual Meeting of the North Central Regional Educational Laboratory (Chicago, IL, August 17-19, 1988).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adolescents; *Behavior Disorders; Cognitive Processes; Comparative Analysis; High Schools; *Moral Development; *Moral Values; *Special Schools

This study examined the moral reasoning of behaviorally disordered (BD) adolescents and the effect of an alternative educational setting upon the development of moral reasoning in students as a function of the number of years of exposure to this environment. Three groups of students were compared: 28 non-BD students from a traditional school program, 13 BD students from the traditional school, and 12 students who attended an alternative school setting for individuals with behavior disorders. Students were administered the Defining Issues Test; other data were gathered through a teacher questionnaire and examination of characteristics of participating schools. Results indicated that both of the BD groups were significantly lower in moral reasoning in comparison to their non-BD peers. Furthermore, the moral reasoning of BD students enrolled in the alternative setting was similar to the moral reasoning of BD students enrolled in the traditional school setting. The correlation between time enrolled in the alternative school and moral reasoning score was positive, but not significant. (JDD)

ED 308 487 CS 009 717

*Weintraub, Sam, Ed.*
Annual Summary of Investigations Relating to Reading, July 1, 1987 to June 30, 1988.
**International Reading Association, Newark, Del.**
PUB DATE- 89
NOTE- 298p.; Cover title does not have initial word "Annual."
AVAILABLE FROM- International Reading Association, 800 Barksdale Rd., P.O. Box 8139, Newark, DE 19714-8139 (Book No. 352; $15.00 member, $23.00 nonmember).
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Reference Materials - Bibliographies (131)
DESCRIPTORS- Content Analysis; Elementary Secondary Education; Higher Education; *Reading; Reading Comprehension; *Reading Difficulties; *Reading Instruction; *Reading Research; Reading Tests; *Teacher Education
IDENTIFIERS- International Reading Association

Summarizing more than 800 reports of reading research identified between July 1, 1987, and June 30, 1988, this book categorizes the research studies into six major areas, five of which have been further subcategorized, with the majority of studies classified into the physiology and psychology of reading area. The major areas are as follows: (1) summaries of reading research (a listing of other general bibliographies of reading research); (2) teacher preparation and practice; (3) sociology of reading (the largest subcategory here being concerned with the content analysis of printed materials); (4) physiology and psychology of reading (large subdivisions here are comprehension research and factors related to reading disability); (5) the teaching of reading (with testing the largest subcategory); and (6) reading of atypical learners. A list of journals monitored for the summary and an author index conclude the book. (SR)

ED 308 503 CS 211 876

*Neuwirth, Christine M.; And Others*
A Student Guide to Collaborative Writing with CECE Talk: A Computer Network Tool.
**Carnegie Mellon Univ., Pittsburgh, PA. Center for Educational Computing in English.**
REPORT NO.- CECE-TR-7
PUB DATE- Jun 88
NOTE- 51p.; For the companion instructor's guide, see CS 211 877.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Audience Response; Brainstorming; Computer Assisted Instruction; Higher Education; Role Playing; *Writing Exercises; *Writing Processes
IDENTIFIERS- *Collaborative Writing; *Process Approach (Writing)

Developed for use with collaborative writing activities in conjunction with the Center for Educational Computing in English (CECE) Talk Program, this student guide provides sample activities for collaborative writing as well as detailed examples of the activities. The examples begin with a short exchange between people using the talk program to participate in the exercise and go on to show how a writer would make use of the results by using the printout of the session provided by the talk program to help plan, generate ideas, and revise. Sections of the guide include: (1) brainstorming; (2) discussing your paper with a partner; (3) what do readers expect?; (4) role-playing with writing; (5) sample questions for role-playing; and (6) using a reader's questions, summaries, requests for clarifications and predictions to inform your writing. (RS)

ED 308 520 CS 211 932

*McKoski, Martin M.*
Basic Writing Instruction: What Counts as Learning?
PUB DATE- 89
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Higher Education; *Student Writing Models; Teaching Methods; *Writing Instruction; Writing Processes; Writing Skills
IDENTIFIERS- Academic Discourse; Basic Writers; *Basic Writing; *Speaking Writing Relationship; Thinking Skills; Writing Context

For teachers of speech-oriented basic writers, the choices of what to teach--and what to count as learning--ought to be guided by those requirements of academic culture that are indispensable for basic writers to know, specifically the use of written language, a discourse specialized in both form and function and differing substantially from speech. Basic writing teachers must orient their very oral students not only to the conventional and formulaic language of written text but also to a way of thinking and sounding of the particular linguistic and rhetorical context which is the University. Examples from student-written essays illustrate the prerequisite writing and thinking skills needed for entry into higher education and the best ways to teach those skills. (Eighteen references are attached.) (RS)

ED 308 536 CS 211 954

*Greenwald, Marilyn S.*
The Portrayal of Women in Newspapers: A Meta-Analysis.
PUB DATE- Aug 89
NOTE- 23p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (72nd, Washington, DC, August 10-13, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Content Analysis; *Females; Media Research; Meta Analysis; *Newspapers; News Reporting; *Sex Bias
IDENTIFIERS- *Media Coverage; *News Bias; News Stories

To investigate the role and portrayal of women in newspapers and to determine trends emerging from this portrayal, a study examined 15 published quantitative research studies (content analyses) on the portrayal of women in newspapers, dating from 1973 until 1988. Studies were gathered primarily from "Communication Abstracts," the Educational Resources Information Center (ERIC), "Journalism Monographs," several dissertation and thesis indices, and previous studies. Data gathered included year of publication, size and nature of the sample, qualitative descriptions of the portrayal, and any other pertinent factors that offered a glimpse of how women are portrayed in newspapers' news pages. Analysis indicated that in general, the studies showed a consistent pattern of unequal treatment of women in the news pages. The treatment of women improved only slightly (or not at all) from the time of the 1973 study until recently, despite the entrance of more women into the work force and increasing media coverage given to women's rights. (Thirty footnotes are included, and one table of data and 21 references are attached.) (MM)

ED 308 551 CS 506 627

*Tuttle, George E.*
Test of Four Models To Determine Organizational Managers' Perception of Speaking and Listening Communication Competencies Required for Success.
PUB DATE- Jul 88
NOTE- 37p.; Paper presented at the Annual Meeting of the Australian Communication Association (Armidale, New South Wales, Australia, July 14-16, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business Communication; Communication Research; *Listening; Listening Habits; *Listening Skills; *Middle Management; *Models; Occupational Surveys; Organizational Change; Speech Communication
IDENTIFIERS- Communication Behavior; *Communication Competencies; Listening Research

To analyze listening in relationship to other communication modes, to investigate the relative utility of four models for communication theory building research (national, psychological, organizational culture, and situational), and to examine the relationship between organizational change and the modes of communication, a study examined the attitudes of middle level managers of six corporations regarding communication competencies necessary for success in business. Twenty-eight subjects from six business organizations in the United States and Australia each completed eight survey instruments. Findings indicated that while a situational paradigm would generate far more significant differences on a variety of instruments drawn from diverse kinds of research in the discipline, each research model probably has some utility for analysis of theory building data. Findings also indicated that listening is the most important communication mode needed by managers in organizations, with interactive listening behaviors perceived as most important. From a list of ten specific communication behaviors rated by managers as most important in the organizational environment, five were listening behavior categories. (Thirty-four tables of data are included. An appendix contains the items from four of the survey instruments; 34 references are attached.) (SR)

ED 308 566 CS 506 837

*Shedletsky, Leonard*
Meaning and Mind: An Intrapersonal Approach to Human Communication.
**ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.; Speech Communication Association, Annandale, Va.**
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- ISBN-0-927516-07-1
PUB DATE- Nov 89
NOTE- 126p.
CONTRACT- RI88062001
AVAILABLE FROM- ERIC Clearinghouse on Reading and Communication Skills, 2805 E. 10th St., Smith Research Center, Suite 150, Bloomington, IN 47405 ($12.95 plus $1.50 postage and handling); Speech Communication Association, 5105 Backlick Rd., Bldg. E, Annandale, VA 22003 ($12.95).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Cognitive Processes; *Cognitive Psychology; *Communication (Thought Transfer); *Communication Skills; Higher Education; *Linguistics; *Social Cognition; Teaching Methods
IDENTIFIERS- Discourse Modes; ERIC Clearinghouse on Reading and Commun Skills; *Intrapersonal Communication; Speech Communication Association

This teacher's handbook on intrapersonal communication provides a selection of exercises for classroom use to help students get in touch with their own mental processing. The exercises are presented with introductory comments, a statement of goals, instructions, materials, and analysis. A brief description of what the exercise demonstrates, questions that facilitate discussion, related concepts, some discussion of theory, and relevant citations are provided. Part 2 of the document provides an informed, interpretive essay in which the author defines the new field of intrapersonal communication theory, relating it to cognitive psychology, linguistics, and philosophy. (MS)

EA

ED 308 580 EA 021 057

*Watkins, John M.; Lusi, Susan Follett*

Facing the Essential Tensions: Restructuring from Where You Are.

PUB DATE- Mar 89
NOTE- 56p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Action Research; Change Strategies; *Cooperation; *Educational Change; High Schools; *School Organization
IDENTIFIERS- *Coalition of Essential Schools; *School Restructuring

This paper examines a project involving teams of teachers, school administrators, and district-level people from Coalition of Essential Schools (CES) member schools. The CES is a high school reform movement devoted to strengthening the learning of students by reforming each school's priorities and simplifying its structure. The common principles of CES are discussed as well as the methodological issues raised by this CES project: (1) the conditions in schools that suggest this approach; (2) the derivation of the method; (3) the contrasts and tensions between the structure of the first workshops and the structure of ongoing work of the teams in their schools; (4) the issues of ethics and validity by this type of research; (5) the evolving sense of criteria; and (6) the framework for collaborative action research in restructuring schools. Conclusions indicate that action research and collaboration are important strands of effective reform. Criteria for collaborative action research in schools are: effective team-based approach, productive use of reactivity, development of reflexive processes, involvement of participants in the process, and interaction of action and research in mobilization of information for the change process. Five restructuring diagrams and a copy of a CES brochure are appended. (SI)

ED 308 640 EC 220 503

*Ascione, Frank R.; And Others*
An Investigation of Four Dimensions of Siblings' Relationships of Handicapped/Nonhandicapped Sibling Dyads: Phase 1. Final Report, September 30, 1987 through September 29, 1988.
**Utah State Univ., Logan.**
SPONS. AGENCY- National Inst. of Handicapped Research (ED), Washington, DC.
PUB DATE- 31 Dec 88
NOTE- 58p.
GRANT- G008720221
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Behavior Patterns; *Behavior Rating Scales; Demography; *Disabilities; Downs Syndrome; *Family Problems; Hearing Impairments; Language Handicaps; Mental Retardation; Mothers; Parent Attitudes; Preschool Children; Preschool Education; *Sibling Relationship; Stress Variables

The study examined the interaction behaviors of nonhandicapped siblings of 60 preschool children with either hearing impairments, cognitive/language impairments, or Down Syndrome, and compared these behaviors with those of 35 siblings of nonhandicapped children. Videotapes of social interactions were evaluated for behaviors suggesting imitation, dominance, agonism, and prosocial behavior. Children's mothers completed questionnaires related to their perception of the siblings' relationships, family resources, stress, support and functioning, and demographic information. Statistically significant findings for siblings of handicapped children included relations with age (older children displayed greater dominance); relations with birth order (older siblings imitated less and were more prosocial); and relations with age gap (greater age gaps were associated with greater dominance). Siblings of control children exhibited significantly more prosocial behavior but did not differ from siblings of handicapped children on imitation, dominance, or agonism. Gender differences were not found. Maternal questionnaire data indicated that family cohesiveness was negatively related to agonism, family size was positively related to prosocial behaviors. Separate analyses by handicapping condition found that siblings of Down syndrome children displayed the greatest dominance and Down syndrome children were most agonistic. Appendixes include the study protocol, the coding system, and the Sibling Behavior Rating Scale. (DB)

ED 308 668                                        EC 220 532

*Easterday, Joseph R.*
An Analysis of Occupational Requirements Relative to the Employment of Severely Handicapped Individuals. Working Paper 87-3. COMPETE: Community-Based Model for Public-School Exit and Transition to Employment.
**Indiana Univ., Bloomington. Center for Innovation in Teaching the Handicapped.**
SPONS. AGENCY- Indiana State Dept. of Mental Health, Indianapolis.; Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 87
NOTE- 31p.; For related documents, see EC 220 524-535.
GRANT- G008430112
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Basic Skills; Communication Skills; Demonstration Programs; Education Work Relationship; *Employer Attitudes; Employment Potential; *Job Skills; *Moderate Mental Retardation; Secondary Education; *Severe Mental Retardation

This paper is a product of Project COMPETE, a service demonstration project undertaken for the purpose of developing and validating a model and training sequence to improve transition services for moderately, severely, and profoundly retarded youth. The paper reports on a study which examined the communication skills, critical academic skills, and machine/tool use requirements identified by employers for 104 selected entry-level jobs in a small midwestern city. The jobs analyzed through employer interviews were representative of occupational clusters identified on the basis of a labor market trend analysis, their potential for initial access and employment stability for moderately mentally retarded workers, and structured interviews with employers. Job clusters were: food service, custodians/janitors, housekeeping, laundry, groundskeeping, and general labor. Results suggested that negative assumptions of many job placement personnel may not be warranted since employers reported that most of the positions surveyed required no more than minimal communication skills or academic skills (e.g. label recognition and simple counting). No single machine or tool was reported as frequently used across the clusters. (DB)

ED 308 289 CE 052 643

*Egan, Isabelle; And Others*
Associated Work Skills: A Manual.
**Oregon State System of Higher Education, Monmouth. Teaching Research Div.**
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 84
NOTE- 62p.
CONTRACT- 300-80-0644
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Behavior Modification; Career Education; Daily Living Skills; *Disabilities; Elementary Secondary Education; *Employment Potential; Individualized Education Programs; *Interpersonal Competence; *Job Skills; *Prevocational Education; Sheltered Workshops; Special Education; Teaching Guides

This manual is designed to assist in teaching the necessary work-related behaviors that frequently help individuals with handicaps to enter and remain in the sheltered or competitive work force. It can be used by teachers at the primary, elementary, and secondary levels. Chapter I summarizes the research on associated work skills, sometimes called prevocational skills, and highlights their importance as a critical factor in work adjustment. Chapter II explains the purpose and use of the Associated Teaching Research Work Skills Checklist, which is composed of four sections: work-related behavior, mobility/transportation, self-help/grooming, and social communication. It illustrates procedures for filling out the form and gives suggestions for incorporating the checklist into the individualized education program meeting. Chapter III describes the elements of behavioral theory--the cue, behavior, and consequence--and gives examples of each. The teaching format for associated work skills that are considered "skill acquisition" programs is presented, including data collection techniques, correction procedures, and updating procedures. Chapter IV describes the "Rules of Thumb" for managing inappropriate behavior and the seven principles used in developing formalized treatment programs. Sample programs and data forms are provided to illustrate each step. (YLB)

ED 308 317 CE 052 695

*Kallembach, Sheri C., Comp.*
Resources To Facilitate the Transition of Learners with Special Needs from School-to-Work or Postsecondary Education.
**National Center for Research in Vocational Education, Berkeley, CA.**
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Jan 89
NOTE- 146p.; A product of the Technical Assistance for Special Populations Program, University of Illinois, Champaign.

GRANT- V051A80004-88A
AVAILABLE FROM- National Center for Research in Vocational Education, Materials Distribution Service, Western Illinois University, 46 Horrabin Hall, Macomb, IL 61455.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Career Counseling; Career Guidance; Community Resources; Curriculum; Curriculum Study Centers; *Databases; *Disabilities; *Disadvantaged; Educational Legislation; *Educational Resources; *Education Work Relationship; Federal Programs; Guides; Institutional Cooperation; Job Placement; Limited English Speaking; Newsletters; Nonprofit Organizations; Organizations (Groups); Parent Participation; Periodicals; Postsecondary Education; Program Descriptions; Secondary Education; Staff Development; State Programs; Student Evaluation; Teaching Methods; Vocational Followup

This document is intended to assist state and local administrators and other persons working with special needs persons in strengthening the transition of learners with special needs to workplaces and continuing education programs. Most of the literature and resources cited pertain to transition for youth and adults who are handicapped or disabled, although some resources pertain to transition for students who are disadvantaged or limited English proficient. The materials included in this guide were located through searching computerized databases; reading electronic bulletin boards; identifying article references and journals; contacting publishing companies, associations, and organizations; contacting selected state and federal special needs transition projects; and interviewing state personnel responsible for vocational education for persons who are handicapped, disadvantaged, and limited English proficient. For each entry, an annotation is provided, along with the price and ordering information whenever possible. Resources listed include print resources (general literature on school-to-work transition; specific aspects/components of transition; professional resources such as bibliographies, directories, and resource guides; journals; newsletters; agencies, associations, and organizations; centers for educational information/services; clearinghouses; computer-based networks; databases; projects; national networks; and professional networks. An appendix gives resource addresses. (KC)

ED 308 331 CE 052 712

Hearing on the Reauthorization of VISTA. Hearing before the Subcommittee on Select Education of the Committee on Education and Labor. House of Representatives, One Hundred First Congress, First Session.

**Congress of the U.S., Washington, D.C. House Committee on Education and Labor.**

PUB DATE- 23 Feb 89

NOTE- 153p.; Serial No. 101-5.

AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.

LANGUAGE- English

EDRS Price - MF01/PC07 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- Adult Education; Federal Legislation; *Federal Programs; Poverty; *Poverty Programs; *Social Agencies; *Voluntary Agencies

IDENTIFIERS- Reauthorization Legislation; *Volunteers in Service to America

This document reports on a congressional oversight hearing on the Volunteers in Service to America (VISTA) Program on its 25th anniversary. This hearing is also the opening hearing toward the reauthorization of VISTA, the Federal Government's only full-time domestic volunteer service to alleviate poverty-related problems. Testimony includes statements and prepared statements of U.S. senators and representatives and individuals representing ACTION; City of El Paso's Gang Intervention Program; U.S. District Court, Minneapolis, Minnesota; National Child Labor Committee; VISTA; Peninsula Literacy Council, Hampton, Virginia; Office of Economic Opportunity; Special Olympics International; and National Council on the Aging. (YLB)

ED 308 345 CE 052 730

The U.K.'s National Center: An Approach To Consider.
**Business Council for Effective Literacy, New York, NY.**
PUB DATE- Jul 89
NOTE- 5p.
AVAILABLE FROM- Business Council for Effective Literacy, 1221 Avenue of the Americas, 35th Floor, New York, NY 10020.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Journal Articles (080) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Agency Role; Basic Skills; Communication Skills; Foreign Countries; *Functional Literacy; *Functional Reading; *Literacy Education; National Organizations
IDENTIFIERS- *Adult Literacy and Basic Skills Unit; Great Britain

This document describes the British Adult Literacy and Basic Skills Unit (ALBSU) because information on the ALBSU experience might be useful to planners working to establish a similar national literacy center in the United States. (The ALBSU was formed in London in the mid-1970s to support the BBC's television-based national adult literacy campaign, largely as the conduit for disbursing government funds to local education authorities. However, it has since evolved into the central organization for coordinating and nurturing adult literacy activities of every kind throughout England and Wales.) Section headings of the document pose questions addressed to ALBSU administrators that are answered in the narrative of each section. Among the headings are such questions as: What kind of body is ALBSU? To whom is it accountable? Who sits on its board? Does ALBSU promote private sector participation? How does ALBSU operate structurally? ALBSU does a good deal of publishing; what do activities in this area consist of, and how does the program operate? Who writes the materials? How is the budget apportioned? What about theoretical research? Who does it? Is ALBSU tied in with universities for that--or for any other functions? For television, radio, and other forms of distance learning, what kind of support does ALBSU provide? (CML)

ED 308 374 CE 052 797

A Directory of Intergenerational Programs.
**Massachusetts State Dept. of Education, Quincy. Office of Community Education.**
PUB DATE- 88
NOTE- 77p.
AVAILABLE FROM- Office of Community Education, Massachusetts Dept. of Education, 1385 Hancock Street, Quincy, MA 02169.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)

DESCRIPTORS- Citizen Participation; Community Involvement; *Community Programs; Community Resources; Educational Improvement; Elementary Secondary Education; *Intergenerational Programs; Older Adults; Paraprofessional School Personnel; *School Community Relationship; Volunteers
IDENTIFIERS- *Massachusetts

Designed to promote the awareness and effectiveness of cross-generational programs that enrich learning experiences, this directory consists of an introduction, 64 descriptions of intergenerational programs that are arranged in alphabetical order by the name of the town or city in which they operate, and an index of programs arranged by type of program. (The program types include academic course connection, annual event, arts, employment, foster grandparents, friendly visitor and related programs, meals, pairing programs, preschool, and volunteers in schools.) Each program description includes the title of the program; the name and telephone number of a contact person; a description of the program; the duration of the program; the financial supporters the program; the services offered to other programs; and, in some cases, other information (such as how many people participate). Also listed within the directory are the members of the Massachusetts Board of Education and the Massachusetts Community Education Advisory Council and the addresses and phone numbers of the six regional educational centers of the Massachusetts Department of Education.

ED 308 458 CG 021 800

*Smolucha, Larry; Smolucha, Francine*

Ego-Syntonic Aspects of Adult Play and Creativity.

PUB DATE- Apr 89
NOTE- 6p.; Paper presented at the Annual Meeting of the Society for Research in Child Development (Kansas City, MO, April 1989).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adults; *Cognitive Processes; *Creativity; Parent Child Relationship; Parents; *Play; Theories
IDENTIFIERS- *Ego Syntonic State

Creativity research has traditionally regarded the creative process as involving a full or partial regression of the ego to a more primitive state of consciousness. An alternative interpretation involves an ego-syntonic concept. This developmental model of ego-syntonic play and its role in creativity is derived from a synergistic combination of concepts from psychoanalytic and Vygotskian paradigms. While some play and creative activities may be characterized by voluntary and/or involuntary regressions, an ego-syntonic state provides access to the unconscious imagination without a corresponding loss of ego functions. Moreover, when play and creativity become ego-syntonic activities, unconscious processes such as imagination become consciously directed and work in collaboration with normal ego functions such as logical thought. Three types of parent-child interactions can be identified that have implications for the types of play and creative processes found in adults. These are: (1) the parent who is critical of play, who does not encourage the child's exploration, expression, or fantasizing; (2) the parent who allows the child to play but does not offer direction; and (3) the parent who encourages the child to play, is tolerant of the child's mistakes and silliness, and even plays along with the child. The experiences of the ego-syntonic state may be maximized by the individual's learning how to use inner speech to evoke and monitor the cognitive processes and emotions involved in the ego-syntonic condition. (ABL)

ED 308 611 EA 021 110

*Dennis, Bruce L.*
Confronting Poor Performance.
PUB DATE- Mar 88
NOTE- 9p.; Paper presented at the Annual Meeting of the National Association of Secondary School Principals (Anaheim, CA, March 4-8, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Elementary Secondary Education; Job Performance; Principals; *Teacher Administrator Relationship; *Teacher Behavior; *Teacher Discipline; *Teacher Evaluation; *Teacher Improvement

Responsible and effective administrative leadership requires confronting those members of the teaching staff who are a negative influence on the institution. Importantly, the absence of expressed appreciation for good work can have a devastating impact on a principal's image if he or she suddenly begins to confront poor performances. Actually, the confrontation itself is a multistep process that includes: (1) gathering information by reviewing the teacher's file and talking to other staff members while maintaining the rights of confidentiality and privacy of the teacher in question; (2) assembling collected data in meaningful order and discussing the pending encounter with the teacher's direct supervisor; (3) waiting for a specific incident before confronting the teacher; (4) if documentation of the meeting is going to be kept, informing the teacher of this while the confrontation is still in progress; (5) monitoring the progression of the teacher's improvement (if any) while demonstrating ongoing support and concern; and (6) working with the teacher's association. Confronting poor performance and the negative people who generate it, while never a pleasant task, is a genuine manifestation of the principal's concern for the morale of his or her students and staff. (KM)

ED 308 627 EA 021 130

*Weiler, Hans N.*

Uncertainty and Power: New Paradigms of Knowing and the Knowledge Base of Educational Policy.

PUB DATE- Mar 89
NOTE- 72p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989). An earlier version was presented to an international seminar on "The Futures of Strategic Educational Planning" at the International Institute for Educational Planning (Paris, November 28-December 2, 1988).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Planning; Elementary Secondary Education; *Information Dissemination; Linking Agents; *Planning; *Research Problems; *Social Science Research; *Theory Practice Relationship
IDENTIFIERS- *Knowledge Development

According to John Friedmann, planning is meant to mediate knowledge and action, providing a conceptual and operational linkage between a certain body of knowledge and a certain set of activities in the policy-making domain. This linkage articulates the knowledge needs of action and informs knowledge by translating and processing pertinent insights gained from perusing available knowledge. The close relationship between knowledge and action in planning makes the planning knowledge base critically important. Whether or not educational planning is in crisis (like mainstream planning), it is linked to a particular knowledge base with its own epistemology and its own set of structural and institutional arrangements for producing and disseminating knowledge. This paper argues that key elements in the knowledge base are being profoundly challenged at the same time that educational planning is undergoing some major reconfigurations. These challenges derive from an erosion of the philosphical consensus underlying modern social research and from questions raised about the prevailing structural, economic, and political arrangements for knowledge production and dissemination. Also, dissatisfaction with the existing knowledge base is helping to articulate new and different knowledge needs and generate a new knowledge culture. After reviewing the prevailing philosophical premises guiding the conventional knowledge base for educatonal planning, the paper assesses challenges to the philosophical and institutional elements of this knowledge culture. The paper concludes by speculating on possible concerns for a new educational planning knowledge base. (140 references) (MLH)

ED 308 303 CE 052 671

*Saldanha, Lynette*
Information Technology and the Training and Career Development of Women: The Case of India. Training Discussion Paper No. 30.
**International Labour Office, Geneva (Switzerland).**
REPORT NO.- ISBN-92-2-106913-3
PUB DATE- Jun 88
NOTE- 53p.; Edited by the Training Policies Branch.
AVAILABLE FROM- ILO Publications, International Labour Office, CH-1211, Geneva 22, Switzerland.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Adults; Developing Nations; *Employed Women; Employment Experience; *Employment Opportunities; *Employment Potential; *Employment Practices; Equal Opportunities (Jobs); Females; Foreign Countries; Government Role; *Information Technology; Males; Sex Discrimination; *Womens Education
IDENTIFIERS- *India

Information technology (IT) is a growing field in India, with many present and future job opportunities. The field offers expanding opportunities for women, especially in the services sector. Case studies of nine companies that employ a fair number of women in IT showed that, in general, women had equal opportunities with men, especially in smaller and newer organizations. However, employment policies related to relocation and travel restricted the entrance of women into higher management positions. Interviews with 23 women employed in the IT field showed that all felt that they had careers, not just jobs; that they were better educated than their mothers; and that they expected more education for their children. The women had good support systems at home, usually parents or parents-in-law, but still regarded their home responsibilities as their first priority. However, the women were also dedicated to their careers and derived great satisfaction from them. The study recommended greater access to IT education for women and employment policies and vocational counseling to encourage the re-entry to work of women whose children were of school age. (14 references) (KC)

ED 308 388 CE 052 815

Agricultural Business Supplies and Services. Competency-Based Education. Instructor's Manual. Instructor's Package (Modules ABSS). Student Package.

**Kentucky Univ., Lexington. Div. of Vocational Education.**
SPONS. AGENCY- Kentucky State Dept. of Education, Frankfort. Office of Vocational Education.
PUB DATE- 87
NOTE- 925p.
LANGUAGE- English
EDRS Price - MF06/PC37 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Agribusiness; *Agricultural Education; *Agricultural Supplies; *Agricultural Supply Occupations; Competency Based Education; *Off Farm Agricultural Occupations; Secondary Education
IDENTIFIERS- Kentucky

Intended for integration into existing secondary education-level vocational agriculture programs, these documents contain 47 competency-based instructional modules on agricultural business supplies and services. The instructor's manual contains guide sheets for each of the modules and a section on addressing students with special needs. The guide sheets include student behavioral attitude objectives, a list of module contents, the terminal activity students must perform to demonstrate competence, answers to student activities, and the instructor's final checklist for the module terminal objective. The student materials include the modules themselves (typically, a narrative introduction, directions for either taking the module or immediately trying to perform the module's terminal activity to demonstrate competence, the module's behavioral objective, narrative instruction sheet or sheets, a student activity, the terminal activity, and the final checklist on which competence is recorded). Materials such as the pages of machine parts catalogues and machine part specification sheets are included in the modules for student use. (CML)

ED 308 431 CG 021 753

*Westermeyer, Joseph; And Others*

Violence and Victimization in the Refugee Patient. I. Special Issues in Diagnostic and Therapeutic Interviewing.

**Minnesota Univ., Minneapolis. Refugees Assistance Program - Mental Health Technical Assistance Center.**

SPONS. AGENCY- National Inst. of Mental Health (DHHS), Rockville, MD.

PUB DATE- Apr 88

NOTE- 18p.; For paper 2 on this topic, see CG 021 754.

CONTRACT- NIMH-278-85-0024-CH

AVAILABLE FROM- Refugee Assistance Program--Mental Health Technical Assistance Center, University of Minnesota, Box 85, Mayo, Minneapolis, MN 55455.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - General (140) Guides/Methods/Techniques (For Practitioners) - General (050)

DESCRIPTORS- Asian Americans; *Clinical Diagnosis; *Counselor Training; Emotional Disturbances; International Crimes; Interviews; Medical Case Histories; Medical Evaluation; Psychological Patterns; *Psychotherapy; *Refugees; Terrorism; *Victims of Crime; Violence; War

IDENTIFIERS- Refugee Assistance; *Refugee Mental Health

This paper is intended for teachers, faculty instructors, and clinical supervisors whose trainees are evaluating and treating refugee patients. It addresses special issues in the diagnostic and therapeutic interviewing of refugee patients who have experienced various types of physical violence and victimization. After a brief introduction, a background section reviews the variety of contexts in which refugees may have been subjected to physical violence, including the "official" violence of torture and prison camps, and the unofficial, random violence of war zones or resettlement camps. The importance of the source of the violence is emphasized; it is easier to dissociate oneself from the violence of a despised other group than from violence perpetrated by one's own nationality, race, culture, or neighbors. It is noted that refugees may even have been forced to perpetrate violence on others, in order to survive, or they may feel responsible for the deaths or losses of others. Case histories are cited to illustrate these points, and the diagnostic purpose of interviews is highlighted in relation to such personal experiences. The remaining sections discuss the process of the interview and preparation for working with refugees, including the basic knowledge and skills required. (TE)

ED 308 472 CS 009 693

Curriculum Guide for Use with "Challenger." CALL (Computer-Assisted Literacy in Libraries).

**Las Vegas-Clark County Library District, Las Vegas, NV.**
PUB DATE- Jun 89
NOTE- 122p.; For a similar guide developed by the same authors for use with the "Laubach Way to Reading," see ED 298 444.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Adult Education; *Adult Literacy; *Computer Assisted Instruction; Individual Activities; Language Experience Approach; *Literacy Education; Reading Instruction; Writing Instruction
IDENTIFIERS- *Computer Assisted Literacy in Libraries

This curriculum guide was developed for tutors using the "Challenger Adult Reading Series." The guide is intended to help tutors make the lessons more effective, motivational, and meaningful for students. The guide is based on a five-part lesson plan prescribed by the Computer-Assisted Literacy in Libraries (CALL) program: language experience, textbook, word patterns, real-world reading and writing, and computer-assisted instruction. Each page in the guide is intended to accompany the specific lesson contents, and shows material available but not mandatory for use by CALL tutors to reinforce the lesson contents and concepts. (MM)

ED 308 596 EA 021 093

*Yates, Lyn*
Gender, Ethnicity and the 'Inclusive' Curriculum: Some Contending Australian Frameworks of Policy and Research.
PUB DATE- Mar 89
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Curriculum; *Educational Policy; Elementary Secondary Education; Ethnic Distribution; *Ethnicity; *Ethnic Studies; *Females; Foreign Countries; Sex; *Sex Differences; Social Integration
IDENTIFIERS- *Australia

This document discusses one specific aspect of gender/ethnicity/race developments in Australia: the way in which ethnicity and race have been addressed within policy and theorizing specifically concerned with girls and schooling. First, general points of orientation concerning the Australian context are discussed. Next, the development of policy and practice concerning girls is presented, followed by a definition of an inclusive curriculum and a historical framework for research on ethnicity and gender. Lastly, implications of the Australian use of the inclusive curriculum concept are assessed, both at a policy level and in terms of the frameworks of research that have been discussed. (27 references) (SI)

ED 308 682 EC 220 556

*Breiter, Joan*
Gifted Education in a Midwest State: Focus on Inservice.
PUB DATE- Nov 88
NOTE- 52p.; Paper presented at the Convention of the National Association for Gifted Children (Orlando, FL, November 9, 1988). Appendixes A-C (6 pages) have small print.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Ability Identification; Elementary Secondary Education; *Gifted; *Inservice Teacher Education; *Program Development; State Surveys; Teaching Methods; Testing Programs
IDENTIFIERS- *Iowa

This paper explores gifted education and plans for inservice teacher education in gifted education programs in Iowa. A survey was conducted of 238 Iowa public school districts having programs for gifted students. Initial analysis of the data involved a frequency count for each of 13 survey items which rated program emphasis on major provisions of gifted education. These provisions included: areas of talent recognized, use of standardized and nonstandardized tests for talent identification, provisions for continuous assessment, articulation with other schools, administrative grouping modifications, provisions for accelerating gifted students, instructional adaptations, balance in the instructional program, special equipment and facilities, guidance and counseling provisions, community resources, and in-service training for teachers and other personnel. Further analysis of the data identified significant relationships between general program/teacher information and the 13 major provisions, and significant relationships among major provisions. For example, teachers in elementary grades gave high emphasis to administrative grouping modifications, while teachers of other grade levels only reported average emphasis ratings for grouping modifications. Those areas which survey respondents perceived as needing more emphasis are considered candidates for increased in-service activities. A copy of the survey instrument is included. (JDD)

ED 308 360 CE 052 777

*Billington, Dorothy D.*
The Role of Education in Stimulating Human Development.
PUB DATE- Mar 89
NOTE- 12p.; Paper presented at the Annual Conference of the Western College Reading and Learning Association (22nd, Seattle, WA, March 15-18, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Development; Adult Learning; *Adult Students; *Doctoral Programs; Higher Education; *Middle Aged Adults; *Nontraditional Education; Nontraditional Students; Outcomes of Education; *Personality Development; Reentry Students; Self Actualization; Traditional Schools
IDENTIFIERS- *Fielding Institute CA; Sentence Completion Test

A study tried to determine if development can continue through middle age, if education can stimulate adult development, and, if so, what the contributing factors are. The subjects were 60 men and women who had begun doctoral studies between ages 37 and 48, half of whom had just finished and half of whom had just started. Half of the students were from an array of traditionally structured schools, half from a single school (Fielding Institute in Santa Barbara, California) organized along principles of self-directed learning. All subjects completed the Sentence Completion Test of ego development (SCT), a projective measure that has been used for more than 30 years. Subjects also completed comprehensive questionnaires, and 17 were interviewed in depth. The study found that students in the nontraditional school experienced significant ego growth, whereas those in traditional schools manifested ego regression. Pacing (the exposure to a level of cognitive or moral complexity that is just beyond the student's current developmental level) was found to be a significant factor in ego growth. Unconditional acceptance also was found to be an important element. The study concluded that a learning environment can be designed that will foster not only content mastery and skill acquisition but also human development. (32 references.) (KC)

# ED 308 403 CE 052 840

*Loomis, Linda*

Food Production/Food Service Curriculum. Volume 1. Competency-Based Vocational Education Instructional Materials. Curriculum Modules & Instructor's Guide.

**Northern Arizona Univ., Flagstaff. Center for Vocational Education.**
SPONS. AGENCY- Arizona Occupational Research Coordinating Unit, Phoenix.
PUB DATE- Aug 83
NOTE- 526p.; For volume 2, see CE 052 841.
LANGUAGE- English
EDRS Price - MF02/PC22 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Competency Based Education; *Dining Facilities; *Food Handling Facilities; *Food Service; *Foods Instruction; Individualized Instruction; Secondary Education
IDENTIFIERS- Arizona

These materials are intended to help secondary vocational education instructors teach food service/food production skills in a competency-based, individualized manner. This volume includes the instructor's version of student course material, beginning with an introduction to competency-based instruction, with sections on such topics as how to manage competency-based individualized instruction, plan the class's physical environment, and evaluate student performance; an introduction to the skills to be taught; a table of skill progression; and, for each module, the instructor's version of a student instructional packet that constitutes the module. The instructor's version of the student packets contains, for each packet, a list of the skills to be taught, the terminal performance objective, a list of the materials needed, a pretest, narrative or tabular subject matter, student activities (such as a pencil and paper or physical test), answer keys to the tests, and the sheet on which posttest evaluations are to be made by the student and instructor. The student subject-matter materials include diagrams and illustrations. (CML)

*McDaniel, Garry L.*
Preventing Elder Abuse: The Texas Plan for a Coordinated Service Delivery System. Collaborative Elder Abuse Prevention Project.
**Texas State Dept. of Human Services, Austin. Office of Strategic Management, Research, and Development.**
SPONS. AGENCY- Office of Human Development Services (DHHS), Washington, D.C.
PUB DATE- 28 Feb 89
NOTE- 44p.
GRANT- 90AM0206/02
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cooperative Programs; *Elder Abuse; Family Violence; Institutional Cooperation; Long Range Planning; Management Systems; Master Plans; Older Adults; *Prevention; Shared Resources and Services; State Action; *State Programs; *Statewide Planning
IDENTIFIERS- *Texas

The Texas Department of Human Services, in collaboration with 13 other public and private organizations, co-sponsored a statewide Collaborative Elder Abuse Prevention project. The goal of this project is to develop a comprehensive, long-range plan for the prevention of elder abuse, a method for achieving a coordinated service delivery system for abused and neglected elders in Texas, and a statewide public awareness campaign to increase the public's ability to identify and report elder abuse and neglect. This document describes the accomplishments of the executive steering committee so far: (1) a long-range plan to address the essential needs of elderly and disabled adults; (2) the establishment of four subcommittees to recommend strategies for achieving the long-range plan; and (3) the negotiation and signing of interagency agreements that clarify the roles and responsibilities of each agency concerning investigations in facilities operated, licensed, certified, or registered by a state agency. The introduction provides a brief background and describes the scope of the program, while the second chapter describes components of the coordinated service delivery system. Sidebars provide three illustrative case histories of elder abuse involving caregiver neglect, physical abuse, and financial exploitation respectively. Appended are the mission statement and long- range plan, followed by corporate, nonprofit, professional, and legislative briefing subcommittee recommendations, and copies of significant memoranda. (TE)

ED 308 444 CG 021 769

*Neider, John R.; And Others*
Refugees and the State Mental Health Systems: Issues and Impacts.
**Minnesota Univ., Minneapolis. Refugees Assistance Program - Mental Health Technical Assistance Center.**
SPONS. AGENCY- National Inst. of Mental Health (DHHS), Rockville, MD.
PUB DATE- 5 Apr 88
NOTE- 19p.
CONTRACT- NIMH-278-85-0024-CH
AVAILABLE FROM- Refugee Assistance Program--Mental Health Technical Assistance Center, University of Minnesota, Box 85, Mayo, Minneapolis, MN 55455.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Locus of Control; *Mental Health Programs; Program Design; *Program Development; *Program Effectiveness; Psychiatric Services; *Psychological Services; *Refugees; Regional Cooperation; Resource Allocation; *State Agencies
IDENTIFIERS- Refugee Assistance; *Refugee Mental Health

This paper examines critical issues for states and advocacy groups in trying to develop short-term goals to address mental health needs of refugees and to plan long-term strategies for state and county service systems for this population. The paper begins with a discussion of the following issues: (1) centralized versus decentralized state mental health systems; (2) specialized versus mainstream programs; and (3) locus of control in state and county mental health systems. This is followed by a discussion of the characteristics and distribution of the refugee population from state to state, the varying state approaches to resource allocation, and the emergence of coalitions of various ethnic groups. The remaining sections discuss the scale of the overall service system and its resources within states, new potential funding resources, and regional coordination of resources. References are included. (TE)

ED 308 488 CS 009 718

*Sanacore, Joseph*
Creating the Lifetime Reading Habit in Social Studies.
PUB DATE- 89
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Content Area Reading; Elementary Secondary Education; *Independent Reading; Reader Text Relationship; Reading Aloud to Others; *Reading Attitudes; Reading Habits; *Social Studies; Supplementary Reading Materials; Sustained Silent Reading
IDENTIFIERS- *Lifelong Readers; *Reading Motivation

Social studies teachers must take a role in promoting long-term literacy as part of schoolwide efforts in all subject areas to motivate students' independent reading. This may be accomplished by: (1) including literature as part of the instructional program, to support recurring themes in history (such as "in quest of freedom") or to cover certain historical periods; (2) using a wide variety of materials during class time, such as newspapers, textbooks, anthologies, paperbacks, and magazines--in essence, a mini classroom library; (3) reading aloud to students on a regular basis, using passages that provoke students into listening and responding critically to the ideas presented while reinforcing the joy of reading; and (4) avoiding conditions that dissuade students from reading, including traditional book reports and the teacher's insistence on finding the "correct meaning" of the text. Students will not become lifetime readers unless they frequently experience reading as a pleasurable activity. By providing class time for reading self-selected resources, the social studies teacher encourages the long-term habit of reading. (One figure and 16 references are attached.) (SR)

ED 308 504                                    CS 211 877

*Neuwirth, Christine M.; And Others*
An Instructor's Guide to Collaborative Writing with CECE Talk: A Computer Network Tool.
**Carnegie Mellon Univ., Pittsburgh, PA. Center for Educational Computing in English.**

REPORT NO.- CECE-TR-8
PUB DATE- Jun 88
NOTE- 36p.; For the companion student guide, see CS 211 876.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Computer Assisted Instruction; Computer Networks; Higher Education; Teaching Guides; *Writing Exercises; Writing Instruction
IDENTIFIERS- *Collaborative Writing; *Computer Communication; Process Approach (Writing)

Describing a computer network communication tool which allows users to communicate concurrently across networked, advanced-function workstations, this guide presents information on how to use the Center for Educational Computing in English (CECE) Talk in the writing classroom. The guide focuses on three topics: (1) introducing CECE Talk to students; (2) adapting CECE Talk collaborative exercises to the specific needs of the instructor; and (3) developing new exercises. (RS)

ED 308 521 CS 211 933

*Roberts, David H.; Wade, Hilda*

The South Mississippi Writing Project: An Effective Staff Development Program for Fighting Illiteracy in Mississippi.

PUB DATE- 89
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College School Cooperation; Elementary Secondary Education; Grade 4; Higher Education; Models; *Student Centered Curriculum; Teacher Centers; *Teacher Education Programs; Theory Practice Relationship; Writing Instruction
IDENTIFIERS- Teacher Development Programs; *Teacher Writers; University of Southern Mississippi

Effective student-centered writing instruction is the subject of this two-part report concerning the South Mississippi Writing Project, a cooperative effort between local public schools and the University of Southern Mississippi. The project was designed to combat illiteracy by providing teachers new tools for teaching writing, thereby improving student writing abilities. First, the report presents a description of a staff development program that utilizes student-centered instruction to train teachers to teach writing, and next, a teacher reports on the effectiveness of student-centered instruction for her personally and the resulting effect on the writing abilities of her students in a fourth-grade public school. (NH)

ED 308 537 CS 211 958

*Lule, Jack*
News as Drama: The Study of News Language.
PUB DATE- Aug 89
NOTE- 43p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (72nd, Washington, DC, August 10-13, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communication Research; Journalism Education; *Language Styles; Mass Media Effects; Mass Media Role; Metaphors; News Media; *News Reporting
IDENTIFIERS- Inquiry Theory; Journalistic Objectivity; News Values

Defining inquiry as a discussion, a conversation that tries to make sense of what is happening, this paper argues in favor of replacing the traditional metaphor for news--news as science--with an alternative metaphor--news as drama--in order to provide a useful vocabulary for making sense of news. Traditional metaphors that have organized research on news are reviewed and criticized for allowing news to be experienced in a limited way that encourages talk of bias, truth, fact, source, and objectivity and discourages other kinds of talk, such as theme, scene, language, meaning, genre, and convention. A research review of scholarly work in various disciplines is presented and criticized as being somewhat fragmented and marginal in attempting to illuminate discussions of news with such metaphors as news as social science, news as ritual, news as organizational product, and news as myth. However, the paper suggests that many of the insights culled from these alternative metaphors for news might be reorganized, brought together and extended through the metaphor of news as drama. (Fifty-four references are provided.) (NH)

ED 308 656 EC 220 520

*Hartmann, Barbara; And Others*
Articulation Training Program for Parents and Paraprofessionals.
REPORT NO.- ISBN-88450-364-X
PUB DATE- 89
NOTE- 125p.
AVAILABLE FROM- Communication Skill Builders, 3830 E. Bellevue, P.O. Box 42050, Tucson, AZ 85733 ($16.95, Catalog No. 7534).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Articulation (Speech); *Articulation Impairments; Elementary Secondary Education; Games; Intervention; Motivation; *Parent Education; Phonology; Preschool Education; *Program Development; *Speech Therapy; *Volunteer Training
This manual offers a flexible and practical intervention program for preschoolers and school-aged children who have developmental articulation disorders; phonological disorders; or intelligibility disorders due to suprasegmental problems such as a rapid rate of speech, generally imprecise production, or low speaking volume. The program emphasizes training volunteers and parents to provide more intensive treatment for children. The manual includes the following chapters: "Research and Background," "Establishing a Positive Therapeutic Relationship," "Improving the Teaching Strategies of Aides," "Establishing and Promoting a Paraprofessional-Instructed Program," "Evaluating the Interaction of the Aide and Child," "Using the Lincoln Interactive Profile," "Initial Training Session for Parents and Aides," "The Articulation Program," "Outline of an Initial Session," "Outline of a Typical Weekly or Bimonthly Session," "Special Comments about the Lessons," "Adapting the Articulation Program for Phonological Disorders," "Adapting the Articulation Program for Intelligibility Disorders." "List of Games," and "Motivational Activities." Reproducible materials include: sample letter to parents, sample announcement for a newspaper, Lincoln Interactive Profile, lesson plan for articulation, home practice sheet and chart, clinician's progress graph, lesson plan for phonological approach, lessons for improving intelligibility, etc. (JDD)

ED 308 459 CG 021 802

*Bunish, Norbert T.*
Using Group Counseling To Reduce Disruptive Behavior and Enhance the Self-Esteem of Eighth Grade Students.
PUB DATE- May 89
NOTE- 100p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Adolescents; *Behavior Change; Behavior Problems; *Grade 8; *Group Counseling; Junior High Schools; Parent Participation; *School Counseling; Self Control; *Self Esteem; Values

This practicum addressed the problem of eighth grade students repeatedly being referred to the school administration because of their disruptive behavior. The maladaptive behavior resulted in diminished student academic performance and adversely affected the students' self-esteem. A group counseling program was implemented which focused on values, self-esteem, interpersonal relations, self-discipline, and the transition into high school for eighth grade students (N=71). Results showed that, for the eighth grade students as a group, parental involvement increased while the number of referrals for disruptive behavior and unsatisfactory grades decreased. The results suggest that a group counseling program, combined with increased parental involvement, benefits all students, not just those experiencing difficulties. The program can help reduce the number of referrals for maladaptive behavior, improve the students' self-esteem, and reduce the number of unsatisfactory grades caused by poor work and social habits. (Author/ABL)

ED 308 473 CS 009 695

Adult Literacy: Helping Americans with Midlevel Skills Prepare for the High-Level Demands of Tomorrow.

**Educational Testing Service, Princeton, N.J.**

PUB DATE- 89
NOTE- 4p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Journal Articles (080)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Adult Reading Programs; Adult Vocational Education; Cognitive Processes; Futures (of Society); Literacy Education; Program Descriptions; Young Adults
IDENTIFIERS- Educational Testing Service; *Job Related Literacy

In a concerted effort to head off a situation in which almost half of the nation's young adults may conceivably be judged as having restricted literacy skills, the Educational Testing Service (ETS) has made a major commitment of human and financial resources to the area of adult literacy. ETS is directing a team of researchers and measurement specialists in a number of simultaneous projects that focus on the needs of adults with restricted literacy skills. Programs include (1) a computer-based learning assessment system that will focus on the needs of adults with midlevel literacy skills; (2) the Workplace Literacy Assessment--a project to profile the literacy skills needed in the workplace by jobseekers; and (3) establishment of literacy requirements for the 40 highest-volume,

fastest-growing jobs in the United States between now and the year 2000. These projects will result in the development of learning progress scales in which teachers and learners can identify current positions and obtain guidance about what to do to move to a higher level. (RS)

*White, H. Allen; Miller, M. Mark*
Evaluating Persuasive Messages: Systematic and Heuristic Strategies.
PUB DATE- Aug 89
NOTE- 31p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (72nd, Washington, DC, August 10-13, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Analysis of Variance; Cognitive Processes; *Communication (Thought Transfer); Communication Research; *Heuristics; Models; *Motivation Techniques; *Persuasive Discourse; Systems Approach
IDENTIFIERS- Elaboration Likelihood Model; Persuasive Strategies

One hundred undergraduate students at a large southern university were the subjects of a study to determine whether the persuasion process encompasses two mutually exclusive strategies--systematic or heuristic processing of information--or whether the two processes are, in fact, independent. Subjects participated in groups of about 15 and were randomly assigned to the two treatment groups. In an effort to demonstrate that the heuristic and systematic processes could be used simultaneously, three constructs--need for cognition, argument quality, and non-content heuristic--were operationalized. The study was a laboratory experiment employing a repeated measures design, and the design of the experiment yielded three types of data: those generated from evaluating the overall message, the individual arguments, and the cumulative arguments. Results indicated that (1) heuristic and systematic processes can be used simultaneously while encountering a persuasive communication; (2) being motivated to use heuristic processes appears to be different from being unmotivated to use systematic processes; and; (3) a study of interactions between motivations for using heuristic processes and motivations for using systematic processes is in order. (Three figures of data are included.) (NH)

ED 308 567 EA 020 925

*Harkness, Donald E.*
Religious Holidays and the Public Schools.
PUB DATE- 13 Feb 89
NOTE- 17p.; Paper presented at the Annual Meeting of the National Council of Religion in Public Education (New York, NY, February 13, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Concerts; Elementary Secondary Education; *Legal Responsibility; *Public Schools; *Religious Conflict; *Religious Holidays; *School Responsibility; *State Church Separation
IDENTIFIERS- *Christmas; *Manhasset Public Schools NY

This speech describes one superintendent's attempt to resolve a community disagreement concerning Christmas concerts held at Manhasset, New York, elementary schools the previous December. The newly appointed superintendent formed a nine-member, blue-ribbon task force, headed by a liberal Catholic, to study existing school district policies and regulations, compare them with existing practice, and formulate appropriate changes. The task force was composed of Catholics, Protestants, Jews, and other religious minorities in roughly the proportion reflected in the community. The task force met frequently; interviewed dozens of staff, students, and community residents; issued a survey; consulted law books; and became familiar with Supreme Court and state rulings on the issue. The group then issued a compromise policy, subsequently approved by the board of education, recommending that the joyous, festive nature of the Christmas/Chanukah season be preserved as much as possible. The policy recognizes the pluralistic nature of American religious beliefs from Colonial times to present and affirms the separation of church and state. The legal ramifications are further explained, followed by an interpretation of the law as applied to school district practice. To enhance educational experience for all students, the district will use the opportunity afforded by major holidays to foster understanding and mutual respect regarding race, culture, economic background, and religious beliefs or nonbeliefs. Policies governing recognition of lesser known holidays need to be worked out. Specific recommendations concerning music, decorations, and activities are outlined, and a historical context for the Manhasset conflict is provided. (MLH)

ED 308 581                    EA 021 064

*Haffner, Debra W.*
AIDS and Adolescents: The Time for Prevention Is Now.
**Center for Population Options, Washington, DC.**
PUB DATE- Nov 87
NOTE- 31p.
AVAILABLE FROM- Publications, Center for Population Options, 1012 14th Street, N.W., Suite 1200, Washington, DC 20005 ($10.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141) Numerical/Quantitative Data (110)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; *Adolescents; Behavior Change; Community Cooperation; Community Education; Contraception; Health Programs; *Health Promotion; Prevention; Secondary Education; Venereal Diseases

Due to indiscriminate experimentation with drugs and sex, teens are increasingly at risk of contracting AIDS. Goals of prevention include reducing the panic and misinformation surrounding the disease, helping teenagers delay sexual intercourse, ensuring condom use, and preventing I.V. drug use. AIDS prevention as a shared responsibility includes schools, religious organizations, youth service agencies, programs for parents, health provision, and condom distribution. Recommendations for AIDS education programs for youth deal with AIDS transmission and self-protection, adolescent-posed challenges for AIDS prevention, leader selection, teen involvement in AIDS education, educational materials selection, suggestions to leaders of programs, teens' rights and responsibilities concerning self-control, and condom instructions. Recommendations for building community support include: education; building a community advisory committee; parent involvement; teen involvement; values; commitment and organization of program; and preparation for opposition. A list of additional sources of information is provided. (42 references) (KM)

ED 308 641 EC 220 504

# Task Listing for Piano Technology for the Visually Impaired. Competency-Based Education.

Henrico County Public Schools, Glen Allen, VA. Virginia Vocational Curriculum Center.; Virginia School for the Deaf and Blind, Hampton.; Virginia State Dept. of Education, Richmond. Div. of Vocational and Adult Education.
PUB DATE- 86
NOTE- 25p.
AVAILABLE FROM- Virginia Vocational Curriculum and Resource Center, 2200 Mountain Rd., Glen Allen, VA 23060-2208 ($3.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Blindness; Equipment Maintenance; *Job Skills; Music; Postsecondary Education; Secondary Education; Sequential Learning; Skilled Occupations; *Task Analysis; *Visual Impairments; *Vocational Education
IDENTIFIERS- *Pianos

This task listing was developed for use in Piano Technology, a course offered to visually impaired students at the Virginia School for the Deaf and Blind. The listing is intended to be used with the "Trade and Industrial Education Service Area Resource Guide" in the implementation of competency-based education for this population. The major portion of the document is divided into "Duty Areas," each of which contains a listing of tasks. These Duty Areas are: overviewing piano technology, explaining the history and development of the piano, removing the trimmings for the grand and vertical piano, tuning the instrument, servicing the action, servicing the strung back, servicing the keyboard, servicing the damper section for grand and vertical pianos, handling the instrument, and managing the business. Also provided are a course description and task/competency sequence. (DB)

ED 308 290 CE 052 644

*Romero, Carol Jusenius*
Services to Hispanics in JTPA: Implications for the System.
**National Commission for Employment Policy (DOL), Washington, D.C.**
PUB DATE- Apr 89
NOTE- 57p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Career Education; Economically Disadvantaged; *Eligibility; Enrollment; *Enrollment Influences; *Ethnic Discrimination; Federal Legislation; *Federal Programs;

*Hispanic Americans; *Job Training
IDENTIFIERS- *Job Training Partnership Act 1982

This report examines why there are fewer Hispanics in training programs funded under Title IIA of the Job Training Partnership Act (JTPA) than would be expected based on their share of the population that meets the eligibility criteria. Section II explains how the law's criteria for determining eligibility for JTPA unintentionally make many economically disadvantaged Hispanics ineligible for Title IIA programs. The remaining sections further explore why Hispanics eligible for Title IIA training are underrepresented and section III describes briefly which groups of Hispanics are underrepresented. Section IV discusses data problems, which account, however, for only a small part of the finding of Hispanics' underrepresentation. Section V examines three reasons for the underrepresentation: the formula for allocating Title IIA funds to service delivery areas (SDAs), local policies and practices, and the method the Department of Labor permits SDAs to use for adjusting national performance standards to meet their individual circumstances. Conclusions are given in Section VI. Appendixes include charts illustrating the percent of population eligible for JTPA and percent of participants by selected characteristics and race/ethnicity; data on JTPA participation and eligibility; JTPA annual status report form; and JTPA performance standards worksheets for entered employment rate and cost per entered employment. (YLB)

ED 308 332 CE 052 713

Hearing on the Minimum Wage. Hearing before the Committee on Education and Labor. House of Representatives, One Hundred First Congress, First Session.

**Congress of the U.S., Washington, D.C. House Committee on Education and Labor.**

PUB DATE- 14 Mar 89

NOTE- 53p.; Serial No. 101-8.

AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- Career Education; Employment Opportunities; Federal Legislation; Hearings; Laws; *Minimum Wage; *Minimum Wage Legislation; Wages; *Youth Employment

This document reports on a congressional hearing on increasing the minimum wage. It presents both the administration's and the House of Representatives' positions on this issue. Testimony includes statements and prepared statements of the Secretary of Labor and a representative of the Coalition of Automotive Associations. Committee member comments are also included. (YLB)

ED 308 346 CE 052 733

*Duguid, Stephen, Ed.*
Yearbook of Correctional Education 1989.
**Correctional Education Association.; Simon Fraser Univ., Burnaby (British Columbia).**
REPORT NO.- ISBN-0-86491-082-7
PUB DATE- 89
NOTE- 304p.
AVAILABLE FROM- Institute for the Humanities, Simon Fraser University, Burnaby, British Columbia V5A 1S6 ($12.00).
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Reports - Research/Technical (143) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adult Basic Education; Adult Education; *Correctional Education; Educational Benefits; Educational History; *Educational Planning; *Educational Research; International Cooperation; Literacy Education; *Outcomes of Education; Program Development; Vocational Education; *Womens Education

This yearbook contains conference papers, commissioned papers, reprints of earlier works, and research-in-progress. They offer a retrospective view as well as address the mission and perspective of correctional education, its international dimension, correctional education in action, and current research. Papers include "Correctional Education and a Tradition of Excellence" (Thom Gehring); "Education in the Prisons of Tomorrow" (Austin MacCormick); "How to Stimulate Inmate Interest and Motivation in Education Programs" (Garrett Heyns); "Stone Walls Do Not a Prison Make: Institutional Challenge to Education and Social Work" (Norman Jepson); "Correctional Education and At-Risk Programs" (Ted Hofferth); "Culture in the Bureaucracy: The University in Prison" (Wayne Knights); "Prison Education: The Need for a Declaration of Basic Principles for the Treatment of Prisoners" (Lucien Morin, J. W. Cosman); "Policy and Practice: International and Comparative Approaches to Education in Prison Regimes" (Kenneth Neale); "Mandatory Literacy for Prisons" (Sylvia McCollum); "Teaching Women's Studies to Convicted Sex Offenders" (Holly Devor); "Eastern Fathers' Group: Educational and Support Group for Incarcerated Fathers" (C. S. Lanier, Jr., Glenn Fisher); "History of California's Arts-in-Corrections Program: A Case Study of Successful Prison Programming" (William Cleveland); "Advancing Adult Basic Education in Prisons: Recruitment, Selection, and Training of Inmate Tutors" (Michael Collins, John Niemi); "A Transitional Education Program for Adult Female Offenders" (T. A. Ryan); "Impact of Television on Prison Order" (Mark Hamm et al.); "Evaluating the Effects of Vocational Education on Inmates: A Research Model and Preliminary Results" (Elizabeth Downes et al.); "Educational Requirements for Correctional Officers: Standards for Entry Level and Promotion" (Darrell Ross); and "Problem-Solving Training and Parole Adjustment in High-Risk Young Offenders" (Katherine Larson). (YLB)

ED 308 375 CE 052 798

How Are We Doing? A Brief Guide to the Evaluation of School-Business Partnerships.

**Massachusetts State Dept. of Education, Quincy. Office of Community Education.**

PUB DATE- 88
NOTE- 12p.; Developed by the Extended Committee for Industry-Education Partnerships.
AVAILABLE FROM- Office of Community Education, Massachusetts Dept. of Education, 1385 Hancock Street, Quincy, MA 02169.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Accountability; Cooperative Programs; Elementary Secondary Education; Program Effectiveness; *Program Evaluation; *School Business Relationship; *School Community Programs; School Community Relationship; *Self Evaluation (Groups)

This pamphlet suggests what to evaluate in a school-business partnership, how to evaluate it, and how to determine whether a partnership has made a difference. The section called "Why Evaluate?" lists six questions to which evaluation frequently yields the answers. The next section explains the purpose of four steps in preparing to evaluate (review the mission and goals of the partnership and the objectives of the project, determine the purposes to which the evaluative information will be put, identify measures of achievement that can be correlated with each goal, and develop an evaluation plan) and also speaks briefly of a more formal, quantitative approach to evaluation. The next section lists 20 items that have been part of formal and informal partnership evaluations and also suggests six less quantifiable factors that can be assessed. A section on evaluation methods suggests four activities (regular meetings at which partnership programs are reviewed and redirected as necessary, surveys with the various constituencies in the partnership, interviews with those same constituencies, and direct observations of the effectiveness of programs). Third-party, or external, evaluations are also mentioned. The section on reports to the partners discusses with whom the evaluation information should be shared. Three descriptions of program evaluations appear in the section called "Evaluation at Work." The pamphlet concludes with a list of nine resources. (CML)

ED 308 522 CS 211 934

*McClintic, Susan V.*
Motivational Factors Related to Writing Instruction in Classrooms
Using Process and Product Oriented Approaches.
PUB DATE- Mar 89
NOTE- 7p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Analysis of Variance; Comparative Analysis; Grade 5;

Grade 6; Intermediate Grades; *Motivation Techniques; Student Attitudes; *Writing Instruction; Writing Research; Writing Skills
IDENTIFIERS- *Incremental Approach (Instruction); *Intrinsic Motivation; Utility Theory; Writing Assignments; Writing Tasks

Fifty fifth and sixth grade students participated in a study attempting to document motivational differences that may be associated with two approaches to classroom writing instruction. Thirty of the students were involved in the process-oriented approach where students are encouraged to write multiple drafts of assignments, attending to issues of content in initial drafts and dealing with correction of mechanical errors in the final stages of editing. Twenty of the students participated in the product-oriented approach which may be characterized by single draft assignments which are graded by the teacher with high importance placed on mechanics. Motivation constructs considered in the study included: (1) entity (ability is stable) versus incremental (ability increases with effort) theories of writing ability; (2) initial importance of mechanics versus content; (3) confidence; (4)intrinsic motivation; (5) utility value; and (6) perceived competence. Results indicated that motivational factors may be instrumental in mediating students' actual performance of writing tasks in the classroom, and motivational consequences may differ as a result of process and product oriented approaches to writing instruction. (NH)

ED 308 597 EA 021 095

*Lange, Lois, Ed.; Young, Jay, Ed.*
Hot Topics in School Public Relations.
**Michigan School Public Relations Association, Lansing.**
PUB DATE- 88
NOTE- 57p.
AVAILABLE FROM- Publications, Michigan School Public Relations Association, 421 West Kalamazoo, Lansing, MI 48933 ($7.50).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Educational Finance; Elementary Secondary Education; Parent Teacher Cooperation; *Public Relations; Public Schools; *School Community Relationship; *School Districts; *Superintendents
IDENTIFIERS- *Michigan

This document examines the public relations activities occurring in K-12 and intermediate school districts, needs for other activities, and how Michigan School Public Relations Association (MSPRA) can assist. Written surveys were mailed to 394 K-12 and Intermediate School District (ISD) superintendents. Analysis showed that very few school districts have a person who is devoted full time to public relations activities. The majority of the responding districts also had no established budget for school public relations. Titles and authors of the 18 articles included in the booklet are as follows: (1) "You Be the Judge: Are Program and Career Related?" (William Banach); (2) "P.A.C.E. Yourself for a Good Beginning" (Shirley Beckman); (3) "Crisis Planning: Being Prepared Isn't Just for Scouts" (Richard Egli); (4) "Millage Vote: Morning after Is New Beginning" (Cass Franks); (5) "Making the Most of Your Mall: A Tapestry of Talents" (Bob Freeham and Sandy Kus); (6) "Staff Recruitment: As Easy as 1, 2, 3 ... 4!" (Robert Gaskill); (7) "Research Conquers Mathophobia" (Ned S. Hubbell); (8) "Communicating School Finance without Mystery or Boredom" (David Kahn); (9) "Cheap Frills; Inexpensive Ways to Dress Up Your School PR Program" (Lois Lange); (10) "Are You a Part of the Cable Revolution?" (Jane McKinney); (11) "The P's and Q's of Publication Quality" (Hilary Nault); (12) "Stoking the Fires: Building Staff Morale" (Joanna Schultz); (13) "Let Realtors Know: Good Schools Sell Homes" (Kenson Siver); (14) What It Takes To Develop Effective Media Relationships" (Nancy Stark); (15) "Marketing Your Millage Election for Fun and Profit!" (Susan Stuber); (16) "Public Service Campaign Links Teachers and Parents" (Mel VandeGevel); (17) "Chalk Up a Winning Season for Building Level PR" (Nancy Bregi Warren); and (18) "Non-Parents and Schools: Let's Not Be Strangers in the Night" (Jay Young). Appended is a table for determining sample size, a list of survey techniques, and a list of public relations tips. (SI)

ED 308 612 EA 021 111

*Myers, Charles N.; Sussangkarn, Chalongphob*
Economic Transformation and Flexibility of the Education System.

PUB DATE- Jan 89
NOTE- 45p.; Paper presented at the Workshop on Human Resource Problems and Policies sponsored by the U.S. Agency for International Development (Hua Hin, Thailand, February 24-25, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Economics; Elementary Secondary Education; Foreign Countries; Higher Education; *Human Capital; *Labor Force; *Productivity; *Resource Allocation; *Vocational Education
IDENTIFIERS- *Thailand

This paper describes the relationship between the Thai education system and the changing economy by synthesizing existing research, focusing on several important research issues, and reviewing available policy options. Section 2 summarizes anticipated changes in the economy and patterns of labor demand, including current and prospective skill shortages. Section 3 presents an overview of the education system, its recent growth, and internal dynamics. Section 4 explains the problems in Thai secondary education and lists policy options for improvements. Section 5 discusses problems at the vocational level and issues of trainability and on-the-job training. Finally, section 6 analyzes higher education, focusing on engineering as an example of a problem at that level. The conclusion that the fit between the Thai economy and the educational system is weak and not improving is evidenced by skilled labor shortages. Only flexible and adaptable institutions at every level of the educational system can fill the demands for trainable, adaptable workers, technicians, engineers, and managers. (JAM)

ED 308 628 EA 021 131

*Kershaw, C. A.; And Others*
School Based Research To Improve the Quality of the Educational Workplace.
PUB DATE- Mar 89
NOTE- 35p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Elementary Secondary Education; Foreign Countries; Incentives; *Institutional Characteristics; *Job Satisfaction; *Quality of Working Life; *School Based Management; *Teaching Conditions
IDENTIFIERS- *Nova Scotia; *University of Tennessee Knoxville

Monetary incentives are not the only variables that attract and hold good teachers. Long-lasting organizational change can only be achieved by manipulating organizational values such as authority structures, reward systems, technology, and environmental relations. To affect both teachers and students, educational reform must include teachers' workplace conditions. Since 1982, a University of Tennessee (Knoxville) research team has been collaborating with U.S. school systems on improving educational workplace quality. This study identifies the workplace conditions affecting the quality of worklife of teachers in 17 demographically diverse schools in the northeastern, southeastern, and midwestern United States and one school system in Nova Scotia. Approximately 1,000 teachers were surveyed and 250 interviewed. Although all the identified variables were seen as important to the teachers in participating schools, most were not being sufficiently satisfied. The pattern of unsatisfied variables differed with each school, underscoring the definition of the individual school as the workplace. Leadership at the school level was found to be a critical factor in teacher work satisfaction. The Quality of Educational Workplace process was found to provide school personnel with specific data based on teacher-identified priorities upon which school improvement plans could be formulated. Included are 61 references and 4 tables. (MLH)

ED 308 669 EC 220 533

*Dever, Richard B.*

A National Survey on the Taxonomy of Community Living Skills. Working Paper 87-4. COMPETE: Community-Based Model for Public-School Exit and Transition to Employment.

**Indiana Univ., Bloomington. Center for Innovation in Teaching the Handicapped.**

SPONS. AGENCY- Indiana State Dept. of Mental Health, Indianapolis.; Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 87
NOTE- 24p.; For related documents, see EC 220 524-535.
GRANT- G008430112
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adaptive Behavior (of Disabled); *Classification; Community Involvement; *Daily Living Skills; Education Work Relationship; Homemaking Skills; Leisure Time; *Moderate Mental Retardation; Normalization (Handicapped); Self Care Skills; *Severe Mental Retardation; *Student Educational Objectives; Travel Training; Vocational Education

This paper is a product of Project COMPETE, a service demonstration project undertaken for the purpose of developing and validating a model and training sequence to improve transition services for moderately, severely, and profoundly retarded youth. The paper describes the Taxonomy of Community Living Skills, an organized statement of instructional goals to aid in curriculum development for persons with mental retardation. The goals are organized into five domains: (1) Homemaking and Community Life, (2) Vocational, (3) Leisure, (4) Personal Maintenance and Development, and (5) Travel. The taxonomy provides lists of skills for each of the major goals. In addition each domain has a list of potential "glitches" with which everyone must learn to cope (e.g., missing the bus). Results of a review of the taxonomy by 59 experts in instruction of the retarded are detailed and indicate that they perceived the taxonomy as a potentially useful document. Twenty-one references are listed. (DB)

ED 308 304 CE 052 672

*Sheppard, Harold L.; Rix, Sara E.*
Training of Older Workers in the United States. Training Discussion Paper No. 31.
**International Labour Office, Geneva (Switzerland).**
REPORT NO.- ISBN-92-2-106892-7
PUB DATE- Apr 89

NOTE- 42p.; Edited by the Training Policies Branch.
AVAILABLE FROM- ILO Publications, International Labour Office, CH-1211, Geneva 22, Switzerland.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Adult Vocational Education; *Educational Gerontology; *Middle Aged Adults; *Older Adults; *Retraining
IDENTIFIERS- *Older Workers

Resulting from one of the International Labour Office's explorations of the training needs of older workers in industrialized countries, this document states the following six conclusions: (1) programs to encourage delayed retirement and increase the productivity of older U.S. workers are more often funded by government than by the private sector; (2) 48 percent of U.S. workers 55-64 years old were somewhat or very interested in learning new skills and participating in job training programs so they could take on a different job; (3) 17 percent of U.S. workers 50-62 years old said they were much more likely to delay early retirement if they could have job training; (4) public job training programs for older workers under the Job Training Partnership Act are available and are very well developed and evaluated, but may never reach all of those eligible; (5) some private companies have recognized the value of an ongoing educational and training program for older workers, and General Electric has concluded that it is less expensive to retrain its educated but outdated engineers rather than hire new employees; and (6) the nonprofit Chicago-based ABLE (Ability Based on Living Experiences) project has been successful at marketing the skills of job seekers older than 55. The document includes 11 tables and 48 references. (CML)

ED 308 318 CE 052 696

*Hilowitz, Janet*

Education and Training Policies and Programmes To Support Industrial Restructuring in the Republic of Korea, Japan, Singapore and the United States. Training Discussion Paper No. 18.

**International Labour Office, Geneva (Switzerland).**

PUB DATE- Nov 87

NOTE- 128p.

AVAILABLE FROM- ILO Publications, International Labour Office, CH-1211, Geneva 22, Switzerland.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070)

DESCRIPTORS- Developed Nations; Developing Nations; *Economic Development; *Educational Needs; Employer Attitudes; Employment Practices; Foreign Countries; Futures (of Society); Government Role; *Industrial Structure; *Job Training; Postsecondary Education; Public Policy; Secondary Education; *Staff Development; Technological Advancement

IDENTIFIERS- *Asia; Japan; Singapore; South Korea; *United States

This literature survey analyzes the process of industrial restructuring as it is occurring in the Republic of Korea, Japan, Singapore, and the United States. It looks in particular at how various agents of education and training in these countries--the school system, public and private education and training institutions and firms--are responding to the new and continually changing training priorities that are generated by structural change and technological innovation in the economy. The survey found that the primary agents of structural and technological change differ between the countries. The United States represents the extreme of relying almost exclusively on private sector initiatives and market forces in the restructuring process, whereas in Korea the government assumes the prime responsibility of facilitating adjustment to industrial change by economic and social policy measures. The study also found that in all four countries, there is a universal scramble for higher qualifications as a means to secure a good job. At the same time, many of the countries seem to consider that the output of the school system is inadequate to meet employer needs. The United States, however, has the advantage of a decentralized training system with strong links to employers, whereas the Japanese are successful with in-house training. The study finally emphasizes the relentless national drive for excellence in research and education that permeates the Asian countries' efforts, especially in the case of Japan. (KC)

ED 308 361 CE 052 778

*Troutt, Eileen; Isberner, Fred*
Job Orientation: A Course Useful to All Technical Students.
PUB DATE- Mar 88
NOTE- 15p.; Paper presented at the National Conference of the American Technical Education Association (25th, Nashville, TN, March 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150
Reports - Research/Technical (143)
DESCRIPTORS- *College Programs; *College Students; *Course Content; Curriculum; Educational Needs; Employment Interviews; Higher Education; Job Applicants; Job Application; *Job Search Methods; Participant Satisfaction; Program Effectiveness; *Student Attitudes; *Technical Education

Today's graduating technical students need more than a sound technical education to obtain personally and professionally rewarding employment; they also need job search skills to compete successfully in the job market. To address this need, a course called "Professional Development" at Southern Illinois University's College of Technical Careers takes students through the job search process. Course objectives include the following: (1) identify and apply career decision-making skills; (2) develop a list of employer contacts and sources of employer information; (3) prepare a resume and cover letter; (4) identify job acquisition and interview skills; (5) identify interpersonal skills used in interviewing; (6) identify professional development activities to maintain and improve skills; and (7) identify and apply a professional code of ethics. A survey of 98 junior and senior technical students was conducted, using a Likert scale, to determine how useful students found the course. The topics of resumes, cover letters, and interviewing were highly rated as useful; however, the topics of compensation packages, psychological inventories, drug testing, job satisfaction, and self-appraisal of abilities were rated less useful than expected. The survey will be conducted again using graduates of the program who have obtained employment, rather than students as they complete the course. (KC)

ED 308 389 CE 052 816

Appliance Repairer. D.O.T. 637.261-018, 723.381-010, 827.261-010. Competency-Based Education. Instructor's Manual. Instructor's Package (Task Assignment Sheets APR-001 through APR-070). Student Package.
Murray State Univ., Ky.
SPONS. AGENCY- Kentucky State Dept. of Education, Frankfort. Office

of Vocational Education.
PUB DATE- 87
NOTE- 639p.
LANGUAGE- English
EDRS Price - MF03/PC26 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Appliance Repair; Classroom Techniques; Competence; *Competency Based Education; *Electrical Appliances; *Electricity; *Learning Activities; *Occupational Information; Postsecondary Education; Secondary Education; State Curriculum Guides; Teaching Methods; Technical Education; Test Items; Units of Study
IDENTIFIERS- Kentucky; Troubleshooting

This package contains both an instructor's manual and student materials for a course in appliance repair. The instructor's manual is designed to aid the instructor in the use of the Kentucky Appliance Repairer Competency Based Task Assignment System. Following a description of the field and a list of 77 references, the instructor's manual is organized by task assignment sheets. Each task assignment sheet is made up of a learning activities sheet, student self-check, instruction sheets, instructor's final checklist, and instructor's guide sheets (with information on learning activities, references, and videotapes). Each task assignment sheet contains the following elements: (1) the condition under which the student will perform the task objective; (2) the performance required of the student on that task after instruction; and (3) job-related standards for measuring the successful performance of the objective. The instructor's manual also contains background information and suggestions for occupations for early leavers. The student package contains task assignment sheets that consist of an introduction, objective, check-out activity (procedural steps), learning activities, student self-check, instructions, and instructor's final checklist. (KC)

ED 308 404 CE 052 841

*Loomis, Linda*
Food Production/Food Service Curriculum. Volume 2. Competency-Based Vocational Education Instructional Materials. Curriculum Modules & Instructor's Guide.
**Northern Arizona Univ., Flagstaff. Center for Vocational Education.**
SPONS. AGENCY- Arizona Occupational Research Coordinating Unit, Phoenix.
PUB DATE- Oct 83
NOTE- 256p.; For volume 1, see CE 052 840.
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Competency Based Education; *Dining Facilities; *Food Handling Facilities; *Food Service; *Foods Instruction; Individualized Instruction; Secondary Education
IDENTIFIERS- Arizona

These materials are intended to help secondary vocational education instructors teach food service/food production skills in a competency-based, individualized manner. This volume includes the instructor's version of student course material, beginning with information on the articulation of identified high school competencies with postsecondary institutions for skills taught in both volumes, an instructional guide, and the sequence of skills taught. The instructor's version of the student packets contains, for each packet, a list of the skills to be taught, the terminal performance objective, a list of the materials needed, a pretest, narrative or tabular subject matter, student activities (such as a pencil and paper or physical test), answer keys to the tests, and the sheet on which posttest evaluations are to be made by the student and instructor. The student subject-matter materials include diagrams and illustrations. (CML)

ED 308 432 CG 021 754

*Westermeyer, Joseph; And Others*
Violence and Victimization in the Refugee Patient. II. Content of the Refugee Interview.
**Minnesota Univ., Minneapolis. Refugees Assistance Program - Mental Health Technical Assistance Center.**
SPONS. AGENCY- National Inst. of Mental Health (DHHS), Rockville, MD.
PUB DATE- Apr 88
NOTE- 25p.; For paper 1 on this topic, see CG 021 753.
CONTRACT- NIMH-278-85-0024-CH
AVAILABLE FROM- Refugee Assistance Program--Mental Health Technical Assistance Center, University of Minnesota, Box 85, Mayo, Minneapolis, MN 55455.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Reports - General (140)
DESCRIPTORS- Asian Americans; *Clinical Diagnosis; Counselor Training; Cross Cultural Training; Emotional Disturbances; International Crimes; *Interviews; Medical Case Histories; Medical Evaluation; Psychological Patterns; *Psychotherapy; *Refugees; Terrorism; *Victims of Crime; Violence; War
IDENTIFIERS- Refugee Assistance; *Refugee Mental Health

This paper, the second in a series, focuses on the content of the diagnostic interview, in a clinical context, with refugee patients who have been victimized by physical violence. It is organized around a list of 11 introductory questions that will facilitate discussion of traumatic events in the patient's past. The questions focus on: (1) physical assessment; (2) adjustment to host country; (3) problems encountered in host country; (4) problems in country of first refuge; (5) flight from home country; (6) decision to leave home country; (7) life in home country; (8) experiences of purposeful mistreatment or torture; (9) subjection to threats or coercion; (10) wartime or combat experiences as civilian; and (11) wartime or combat exposure in military. In the discussion that accompanies each interview question, case histories are cited of common traumatic experiences that are unfamiliar to those who have never been refugees or war victims, and information is provided which may have clinical relevance either from a somatic perspective (e.g., central nervous system damage) or a psychosocial perspective (e.g., survival-oriented behavior inconsistent with previous personality). References are included. (TE)

ED 308 445 CG 021 770

*Williams, Carolyn L.*
Prevention Programs for Refugee Mental Health.
**Minnesota Univ., Minneapolis. Refugees Assistance Program - Mental Health Technical Assistance Center.**

SPONS. AGENCY- National Inst. of Mental Health (DHHS), Rockville, MD.
PUB DATE- 87
NOTE- 58p.
CONTRACT- NIMH-278-85-0024-CH
AVAILABLE FROM- Refugee Assistance Program--Mental Health Technical Assistance Center, University of Minnesota, Box 85, Mayo, Minneapolis, MN 55455.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Acculturation; Anxiety; Crisis Intervention; Depression (Psychology); Mental Disorders; *Mental Health Programs; Models; Neurological Impairments; *Preventive Medicine; *Psychopathology; Psychosis; Psychosomatic Disorders; *Refugees; Schizophrenia; *Social Adjustment
IDENTIFIERS- Refugee Assistance; *Refugee Mental Health

Refugee movements impose tremendous psychological and physical trauma on survivors, making refugees a high risk group for psychopathology and psychosocial adjustment problems. This paper explores the traditional impediments to developing prevention programs for refugees and describes public mental health strategies that could be used for different refugee mental health problems It describes and evaluates the following models for prevention programs with refugees: the classic disease prevention model; the stressful life event model; and the prevention equation model. It also reviews the substantial body of knowledge on the refugee experience and its mental health implications. It notes that experience with recent refugee groups indicates that a coordinated nationwide initiative is required for refugee mental health. Accordingly, the paper provides a series of recommendations for prevention of psychosocial adjustment problems first in refugee camps and then during final resettlement. It then provides examples of possible intervention strategies for the most common forms of psychopathology in refugees: depression; anxiety and post-traumatic stress disorders; somatization; paranoid syndromes; addictive disorders; conduct disorders; schizophrenia; psychosis; and organic brain syndromes such as learning disorders and retardation. References are included. (TE)

ED 308 489 CS 009 720

*McAllister, Elizabeth*
The Literacy of Metalinguistic Awareness.
PUB DATE- 89
NOTE- 15p.; Paper presented to the faculty of St. Dominic School

(Baltimore, MD, Spring 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Beginning Reading; *Cognitive Development; Elementary Education; *Reading Processes; Reading Research; Skill Development
IDENTIFIERS- *Emergent Literacy; *Metalinguistic Awareness; Metalinguistics

Metalinguistic cognition is the ability to think about language, to comment on it, to produce it, to comprehend it, and to manipulate language as an object with many identifiable and functional parts. It appears that metalinguistic skill development is related to cognitive development and is dependent on metalinguistic awareness which runs parallel to cognitive growth. Research studies provide findings that show metalinguistic awareness is interrelated to reading ability, academic achievement, and to environmental stimulation and play before school. Early metalinguistic awareness is important to literacy in reading and in language arts during the elementary school years. Thus, literacy may be thought of as the essence of metalinguistic awareness which begins when two-year-old children begin to monitor their own speech. (Four tables of data are included, and 20 references are attached.) (MM)

ED 308 505　　　　　　　CS 211 879

*Greenwood, Claudia M.*
Voiced and Voiceless Findings: The Gender Gap in Composition Research.
PUB DATE- Mar 89
NOTE- 15p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (40th, Seattle, WA, March 16-18, 1989). For a previous related study, see ED 297 326.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Students; *Females; Higher Education; Nontraditional Students; *Reentry Students; *Research Problems; Teacher Student Relationship; Writing Processes; *Writing Research
IDENTIFIERS- *Research Results

Re-entry female students are unique in one particularly important way: they respond and grow under even the most difficult conditions. The classroom and the text are two contexts in which the factor of gender appears to have affected these students' attitudes toward writing and their expectations as writers. Central to both of these contexts are the instructors' attitudes toward the students as well as their expectations for the students' development as writers. Findings on these students and their attitudes toward writing can be categorized into two areas, voiced (stated) findings controlled by the pedagogical focus, and voiceless (unstated) findings eclipsed by the pedagogical focus. Because of these factors, gender-related issues are problematic for researchers in composition, particularly doctoral candidates. (MM)

ED 308 538 CS 211 960

*Sides, Charles H., Ed.*
Technical and Business Communication: Bibliographic Essays for Teachers and Corporate Trainers.

**National Council of Teachers of English, Urbana, Ill.; Society for Technical Communication, Washington, D.C.**
REPORT NO.- ISBN-0-8141-5303-8
PUB DATE- 89
NOTE- 357p.
AVAILABLE FROM- National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 53038-3020; $20.00 member, $25.00 nonmember).
LANGUAGE- English
EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Annual Reports; *Business Communication; Ethics; Higher Education; Interpersonal Communication; Letters (Correspondence); Medicine; Newsletters; Reading; Rhetoric; *Technical Writing; Technology
IDENTIFIERS- *Technical Communication; Visual Representation

This collection of essays addresses the challenges of technical communication and provides detailed information for instructors and researchers who wish to further their knowledge of particular areas within technical communication. The essays in this collection also address the problems of a large, complex, and growing academic endeavor. The essays and their authors are: (1) "Technical Communication and Rhetoric" (Roger E. Masse and Martha Delamater Benz); (2) "Reading and Technical Writing" (Nina D. Ziv); (3) "Ethics and Technical Communication" (Stephen Doheny-Farina); (4) "Technical Editing" (Avon Jack Murphy); (5) "Trends in Visual Representation" (Ben F. Barton and Marthalee S. Barton); (6) "Interpersonal Communication for the Technical Communicator" (David M. Craig and Thomas M. Steinfatt); (7) "Communication Consulting" (Raymond N. MacKenzie); (8) "Style and Technical Writing" (James C. Addison, Jr.); (9) "Professional Presentations" (James R. Weber); (10) "Annual Reports, Brochures, and Newsletters" (John W. Ferstel); (11) "Instructions, Procedures, and Style Manuals" (Sherry G. Southard); (12) "Proposals: The Process and the Document" (Alice E. Moorhead); (13) "Technical Advertising and Sales" (Mary M. Lay); (14) "Letters and Memorandums" (Nancy Fitzgerald Brown); (15) "Reports, Papers, and News Releases" (Brenda Johns); (16) "Computer Documentation" (Charles H. Sides); and (17) "Medical Science and Technology" (Barbara Gastel). (MS)

ED 308 657 EC 220 521

Fourteen Tips to Help Special Educators Deal with Stress. CEC Digest #1467.

**Council for Exceptional Children, Reston, Va.**

PUB DATE- 89
NOTE- 3p.; For original document, see ED 201 168.
AVAILABLE FROM- Council for Exceptional Children, Publication Sales, 1920 Association Dr., Reston, VA 22091-1589 ($1.00 each, minimum order $5.00 prepaid).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Disabilities; Elementary Secondary Education; Preschool Education; *Special Education Teachers; *Stress Management

Briefly described are suggestions to help special educators keep their level of stress manageable. Suggestions are extracted from "Stress and Burnout--A Primer for Special Education and Special Services Personnel" by Stan Shaw et al. To better organize their time and activities, educators are advised to set realistic and flexible professional goals and objectives, establish priorities, leave their work at school, pace themselves, use available human resources, and organize their classrooms. Educators are also encouraged to be open to innovation and new opportunities by changing their environment, keeping themselves motivated, considering career options, and seeking out personal learning experiences. Additional suggestions deal with being positive about themselves and their profession, with tips on allowing a "moment of glory" when receiving positive feedback, looking for the "silver lining," becoming directly involved, and remembering the children being served. (JDD)

ED 308 683 EC 220 557

*Cawood, J.*
Student Leadership in Schools: Benevolent or Malevolent.
PUB DATE- Sep 88
NOTE- 10p.; Paper presented at the European Conference on "Needed--The Gifted" co-sponsored by the Landesschulrat fur Salzburg and the World Council for Gifted and Talented Children (Salzburg, Austria, September 26-28, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Blacks; Elementary Secondary Education; Foreign Countries; *Gifted; Individual Power; *Leadership Training; Student Development; *Student Leadership; *Student Needs; Student Role
IDENTIFIERS- *South Africa

Student leadership can become a malevolent force which can destroy or undermine individuals as well as the school community. Student leaders' roles in schools can also, however, be benevolent, leading to both personal development and school/community development. In schools for blacks in South Africa, black power and student power may combine to form black student power. Educators should acknowledge the presence of student power, identify student leaders properly, develop their leadership potential, and give them scope to exercise their leadership in order that student leaders become a benevolent force in their school communities. Leadership potential and ability as a manifestation of giftedness is recognized universally in definitions of giftedness, but leadership development is often neglected. A pyramid-chart illustrates the delineation of levels of students in need of leadership education, accompanied by an inverted pyramid diagram which represents the quantity and content of leadership education needed for each corresponding level. Opportunities should be created to develop student leadership potential through such activities as student councils, committees, class captains, bus captains, etc. The J. F. A. Swartz Educational Leadership Project is described as an ad hoc project of the University of Stellenbosch (South Africa) which presents leadership seminars for student leaders and educators. (JDD)

ED 308 333 CE 052 715

# Related Skills in the Marketplace. Final Report.

**John C. Calhoun State Community Coll., Decatur, AL.**
SPONS. AGENCY- Alabama State Dept. of Education, Montgomery.
PUB DATE- Jun 89
NOTE- 137p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Air Conditioning; Auto Mechanics; *Basic Skills; Communication Skills; Community Colleges; Cosmetology; Design; Drafting; Educational Research; Electronic Technicians; *Job Skills; *Language Skills; *Mathematics Skills; Postsecondary Education; Refrigeration; Refrigeration Mechanics; *Technical Education; Two Year Colleges
IDENTIFIERS- John C Calhoun State Community College AL

A study identified related skills needed in five diploma programs offered in the Technical Division of John C. Calhoun State Community College in Decatur, Alabama. The programs were automotive technology, refrigeration/air conditioning, electrical technology, design drafting technology, and cosmetology. Thirty-five area businesses and industries that hired employees in the five selected occupational areas were surveyed to determine which skills in mathematics and communications were needed in each of the occupations and to determine if there was a core of skills needed by all five occupations. The survey was conducted in small group meetings; follow-up visits were made to some businesses to review training materials and programs. All listening, oral communication, and reading skills listed on the survey were considered necessary or highly desirable for all occupations. No clear pattern of responses to written communication skills emerged. Mathematics competencies needed for all occupations were basic computational skills, measurement and conversion skills, and problem-solving skills related to ratio and proportions and the use of formulas. Most communication skills surveyed were generic and had application across all occupational areas. However, certain math skills varied in their application to different occupations. A review of research on related skills was conducted as part of the study. Recommendations for curriculum improvement were made. (The survey instrument and 25 references are included.) (YLB)

ED 308 418 CG 021 738

*McDaniel, Garry L.*

# Collaborative Elder Abuse Prevention Project Quarterly Report.

**Texas State Dept. of Human Services, Austin. Office of Strategic Management, Research, and Development.**
SPONS. AGENCY- Office of Human Development Services (DHHS), Washington, D.C.
PUB DATE- 30 Apr 89
NOTE- 25p.
GRANT- 90AM0206/02
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Cooperative Programs; *Elder Abuse; Family Violence; Institutional Cooperation; Long Range Planning; Management Systems; Master Plans; Older Adults; *Prevention; Shared Resources and Services; State Action; *State Programs; *Statewide Planning
IDENTIFIERS- *Texas

The Texas Department of Human Services, in collaboration with 13 other public and private organizations, co-sponsored a statewide collaborative elder abuse prevention project, to prevent abuse of elderly and disabled adults. The goal of this project is to develop a comprehensive, long-range plan for the prevention of elder abuse, a method for achieving a coordinated service delivery system for abused and neglected elders in Texas, and a statewide public awareness campaign to increase the public's ability to identify and report elder abuse and neglect. This quarterly report describes project activities from January 1 through March 31, 1989. After an executive summary, a background discussion of the problem of elder abuse, and a statement of goals and objectives, accomplishments for this quarter are summarized according to the 18 tasks included in the project's work plan. The report concludes with an award announcement, a brief statement of plans for the next quarter, and a budget. The agenda for the executive steering committee meeting along with a copy of a training flyer for validation therapy and an announcement of an upcoming adult protective services conference are appended. (TE)

ED 308 460 CG 021 803

*Bachman, Jerald G.; O'Malley, Patrick M.*
The Impacts of Response Styles on Black-White Differences in Self-Esteem: An Analysis of Six Samples of Youth. Monitoring the Future. Occasional Paper 16.
**Michigan Univ., Ann Arbor. Inst. for Social Research.**
PUB DATE- 83
NOTE- 41p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *High School Students; National Surveys; *Racial Differences; *Response Style (Tests); Secondary Education; *Self Esteem; *Test Validity; *Young Adults

The analysis of racial differences has been a popular undertaking for social scientists, perhaps because it seems to be easy to do and it yields interesting differences. This study raises the possibility that the frequent finding of higher self-esteem scores among blacks compared with whites may be attributable, at least in part, to black-white differences in response styles. Blacks are more likely than whites to use the extreme response categories in Likert-type questionnaire items. This general tendency has important implications for black-white comparisons along self-esteem dimensions. Analyses of six large-scale nationally representative surveys of high school students revealed that blacks score significantly higher than whites when the full scale range is used in computing self-esteem scores, but the black-white discrepancy disappears when a truncated scoring method is employed to control differences in use of extreme response categories. Any firm conclusions about racial differences in self-esteem lie beyond reach with current data. Race differences in general response styles, and in responses to particular self-esteem items, leave any specific self-esteem measure and scoring open to dispute. (Author/ABL)

CS

ED 308 474 CS 009 697

*Clark, Margaret M.; Sutherland, Margaret B.*
Reading Revisited: 21 Years of Reading Research. Higher Education and the Advancement of Learning. Papers Presented on the Occasion of the Award of the Scottish Council for Research on Education Fellowship for Outstanding Contribution to Educations Research (June 23, 1989).
**Scottish Council for Research in Education.**
PUB DATE- 23 Jun 89
NOTE- 27p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143)
DESCRIPTORS- Beginning Reading; Elementary Education; Foreign Countries; Higher Education; Institutional Research; *Institutional Role; Literacy; *Reading Instruction; Reading Processes; *Reading Research; *Reading Writing Relationship
IDENTIFIERS- Scotland

The first paper in this collection summarizes 21 years of research into reading and presents a list of developments in the field and their implications for practice. The developments include: (1) reading is a process influenced by the text and the purpose; (2) the developmental context in which literacy is acquired is important, as is the complexity of the relationship between spoken and written language; and (3) in a literate society, the foundations for many children are laid well before entry to school. The second paper calls for research concerning questions as to whether the expansion of higher education is contributing to the advancement of learning and whether new entrants to higher education are receiving an education worthy of the name. The paper argues that such research can contribute to the advancement of learning for all. (Thirty-six references are attached to the first paper, and 28 references are attached to the second paper.) (RS)

ED 308 553 CS 506 680

*Hollstein, Milton*
Chinese TV: Better Broadcasting for the Billion.

PUB DATE- 12 Aug 89
NOTE- 23p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (72nd, Washington, DC, August 10-13, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - General (140)
DESCRIPTORS- Advertising; Audience Response; *Broadcast Industry; Developing Nations; Foreign Countries; *Mass Media Role; *Programing (Broadcast); *Television
IDENTIFIERS- *China; Media Government Relationship; *Television News

Chinese television started in 1958 but variety in programming and production of sets priced within reach of individuals were slowed by the Cultural Revolution. Since the economic and political reform movement began in 1979, Chinese television has been maturing as an important cultural and political force. The People's Republic of China is a Third World nation but has a strong television manufacturing capacity. China Central Television (CCTV) and provincial and city broadcasting stations--all government controlled, and all broadcasting in color--reach half the households, perhaps 600 million viewers with more than 100 million sets. The audience is demanding and getting better programs, such as CCTV's own "Last Emperor," and many imported movies and series that have become national rages. Educational television has come on strong. Television, however, remains a tool of the government and party, tends toward the didactic, and is less outspoken than the press. News format is modeled on the American-Canadian but is much stiffer and more predictable. Some of the same issues and problems found in the West are surfacing in China: television has been blamed for encouraging violence, subverting traditional national values and distracting students. It is becoming more reliant on

advertising, including foreign ads. Its future depends on the direction that will be taken by political and economic reforms; however, that direction has become more uncertain. Spending and the growth of a consumer-oriented market economy were slowed in 1989 as the nation attempted to curb rampant inflation. (Thirty-three notes are included.) (MS)

ED 308 568 EA 020 934

*Selim, Philip D.*
Sources of Instructional Leadership.
PUB DATE- Mar 89
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrator Effectiveness; Behavior; Discriminant Analysis; Elementary Secondary Education; *Instructional Effectiveness; *Instructional Leadership; *Leadership; Leadership Qualities; *Principals; *School Effectiveness
IDENTIFIERS- *Effective Schools Research

This study assessed patterns of instructional leadership sources. The instrument, Sources of Instructional Leadership (SOIL), was based on instructional leadership and effective schools literature. It dealt with the management of instructional resources, and related to one of six leadership functions: organizing, coordinating, developing, supporting, and monitoring instructional resources; and fostering an academic climate. The respondents, professional educators, included 307 out of 436 possible test trial subjects from seven test trial schools. Their responses were combined with 129 out of a possible 151 responses from three pilot schools and analyzed for response pattern using discriminant analysis. The SOIL questionnaire consisted of 31 instructional leadership items for each of five roles (principal, vice principal, department head, specialist, and teacher). SOIL proved to be a valid and reliable instrument and indicated that patterns of instructional leadership were complex and diverse, but perceptible to the individuals in each school. The results suggest that schools have instructional leadership teams that are identifiable and alterable and that instructional leadership systems can be identified by describing the interrelationships among roles and functions rather than focusing on the leadership of individuals. (JAM)

ED 308 582 EA 021 065

Teens for AIDS Prevention. Washington, D.C. Demonstration Project: Program Summary.

**Center for Population Options, Washington, DC.**

PUB DATE- Jul 88
NOTE- 8p.; Photo in copy of AIDS advertisement will not copy well. For related document, see EA 021 066.
AVAILABLE FROM- Publications, Center for Population Options, 1012 14th Street, N.W., Suite 1200, Washington, DC 20005 ($1.00 prepaid).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; *Behavior Change; Contraception; *Health Promotion; High Schools; *Peer Counseling; Peer Influence; Prevention; Venereal Diseases
IDENTIFIERS- *District of Columbia

The nation's attention must be focused on the growing risk to its teenagers of contracting AIDS (Acquired Immune Deficiency Syndrome). As part of this effort, the Center for Population Options (CPO) organized a teen AIDS prevention project in Washington, D.C., based on information obtained from four focus groups comprised of 8-12 teens each. The focus groups provided the CPO with information on innercity teens' knowledge, attitudes, and behaviors related to AIDS and its transmission. As a result of this information, the CPO developed both an AIDS prevention advertisement to distribute among D.C.'s innercity schools and a peer-mediated AIDS awareness test project. The project trained 24 Black and Hispanic, economically disadvantaged students in two of the district's innercity schools. After the students were educated about AIDS--the methods of its transmission and prevention--they organized school activities aimed at heightening AIDS awareness among fellow students. The CPO intends to develop both projects into a model program to be implemented in additional area schools, as well as to pilot test and adapt the program for replication in other communities. (KM)

ED 308 642 EC 220 505

Hearing Impaired Students in Postsecondary Education. 1988 Edition.
**American Council on Education, Washington, DC. HEATH Resource Center.**
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Jan 89
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- College Bound Students; *College Choice; Communication Skills; Deaf Interpreting; *Deafness; *Decision Making; *Hearing Impairments; Higher Education; High Schools; Mainstreaming; Peer Relationship; Postsecondary Education; School Choice; *Special Schools

Intended for high school or postsecondary hearing-impaired students or those who work with them, the fact sheet describes postsecondary options and lists a variety of additional resources. A section on facts about hearing loss stresses the importance of age of onset. The various communication methods (oral, manual, or total communication) are briefly compared. Postsecondary options are divided into three categories: the two federally supported institutions for deaf students, a separate program for hearing-impaired students on the campus of a regular postsecondary program, or a mainstreamed program with mostly hearing students. Fourteen tips for students include conferring with instructors before classes begin and selecting one's seat carefully. Seventeen tips for instructors include providing hearing-impaired students with such aids as a copy of the instructor's lecture notes and avoiding standing in front of windows or other light sources. Among special support services are interpreter services, notetaker/tutor services, remedial programs, payment sources for special services, and communications devices. Suggestions are also offered for helping the hearing-impaired student integrate socially with hearing students. The resource list describes written resources as well as 20 organizations providing services for persons with hearing impairments. (DB)

ED 308 291 CE 052 645

*Bowen, Blannie E.; Cooper, Barbara E.*
A Profile of Agricultural Communications Graduates of the Ohio State University. Summary of Research.
**Ohio State Univ., Columbus. Dept. of Agricultural Education.**
REPORT NO.- OSU-SR-52
PUB DATE- 89
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Agricultural Education; Bachelors Degrees; *Communications; Demography; Graduate Surveys; Higher Education; *Journalism; *Journalism Education; Off Farm Agricultural Occupations; *Participant Satisfaction; Student Attitudes; Vocational Followup

A follow-up study was conducted of graduates from the Ohio State University with a Bachelor of Science degree in agriculture with a major in agricultural communications. The sample consisted of 68 graduates who completed an instrument that used Likert-type scaling. Procedures recommended by Miller and Smith were used to handle problems associated with nonresponse error; comparison of early and late respondents indicated that nonrespondents were similar to respondents. Results showed that the graduates tended to be white females whose highest academic degree was a bachelor's. More than half earned under $25,000 annually. Business and marketing, public relations, and writing and editing were major areas of employment. Graduates were very satisfied with their undergraduate courses in agriculture, journalism, and communications and less satisfied with their basic education requirement courses. They perceived courses in journalism and communications to be more important than agricultural or basic education courses. In addition, they tended to be satisfied with selected undergraduate experiences and perceived them to be extremely important for future agricultural communicators. Recommendations included recruitment of male and minority students and use of findings by faculty and administrators to advise students and focus on the importance graduates placed on cocurricular activities. (YLB)

ED 308 376                    CE 052 799

*Greene, Georganne; Habana-Hafner, Sally*
A Handbook on Home-School Collaboration.
**Massachusetts State Dept. of Education, Quincy. Office of Community Education.**
PUB DATE- 88
NOTE- 50p.
AVAILABLE FROM- Office of Community Education, Massachusetts Dept. o Education, 1385 Hancock Street, Quincy, MA 02169.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Educational Improvement; Elementary Secondary Education; *Parent School Relationship; *Parent Student Relationship; Parent Teacher Conferences; *Parent Teacher

Cooperation; Participative Decision Making
IDENTIFIERS- Massachusetts

This pamphlet provides an overview of current research on home-school collaboration and strategies that schools can use to develop partnerships with their students' parents or guardians. An introduction lists the benefits of increasing parent involvement (higher grades and test scores, long-term academic achievement, positive attitudes and behavior, more successful programs, and more effective schools). Section 1 describes three approaches to parental involvement (influencing parent-child interaction at home; involving parents in specific programs within the school; and creating a systematic and comprehensive relationship between parents, the school, and the community). That section also states research findings concerning each of the approaches and discusses the role of the educator in home-school partnerships, the role of the school, and critical issues in parent involvement. Section 2 suggests strategies that can be grouped into five categories (home-school communication, parents as supporters, parents as teachers, parents as learners, and parents as advisors and decision-makers). This section also includes strategies to involve the hardest-to-reach parents (parents who work outside the home, low-income parents, single parents, divorced parents without custody, and parents of minority race or language). Section 3 describes 12 parent involvement programs in Massachusetts. The document concludes with a 24-item bibliography. (CML)

ED 308 506 CS 211 890

*Cox, Carole*
Teaching Language Arts.
REPORT NO.- ISBN-0-205-11071-1
PUB DATE- 88
NOTE- 541p.
AVAILABLE FROM- Allyn and Bacon Order Dept., 200 Old Tappan Rd., Old Tappan, NJ 07675 ($29.25).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Childrens Literature; Drama; Elementary Education; Handwriting; *Language Arts; *Learning Activities; *Listening; *Oral Language; *Reading Instruction; Reading Writing Relationship; Study Skills; Teaching Methods; *Writing Instruction

This book is designed for use in preservice and inservice language arts methods courses and as a professional reference for the practicing teacher. The approach to teaching language arts advocated in the book is that of individualized, interactive, and integrated instruction. The book contains the following chapters: (1) "The Language Arts Teacher and the Art of Teaching Language Arts"; (2) "Children and Language"; (3) "Talking and Listening"; (4) "The Development and Uses of Writing"; (5) "Shaping Writing for Self-Expression"; (6) "Talking, Writing, and Grammar"; (7) "Spelling, Handwriting, and the Writing Conventions"; (8) "Teaching Literature in the Elementary School"; (9) "Reading as a Language Art"; (10) "Drama in the Classroom"; (11) "The Media Arts"; (12) "Research and Study Skills"; and (13) "Language Arts for Every Child." (MS)

ED 308 523                    CS 211 935

*Coulson, David C.*
Paid Media Consulting by Journalism Educators: Its Effects on Teaching, Research and Tenure and Promotion.

PUB DATE- Aug 89
NOTE- 21p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (77th, Washington, DC, August 10-13, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Attitudes; *College Faculty; *Consultants; Faculty Promotion; Higher Education; *Journalism; *Journalism Education; National Surveys; Research; Teacher Effectiveness; Tenure

To explore journalism and mass communication administrators' attitudes toward the usefulness of paid consulting by faculty members, a study asked three research questions: (1) Does paid media consulting strengthen and enhance teaching? (2) Are educators who act as paid media consultants more productive researchers than colleagues who do not consult? and (3) How is paid media consulting weighed in tenure and promotion decisions? A 12-page questionnaire (with sections surveying attitudes; hours spent consulting, office hours and teaching loads; characteristics of institutions and programs surveyed; and demographic and career-related information) was completed by 169 (out of 366) administrators of journalism and mass communications programs in the United States. The data were controlled for correlations among these variables. Results indicated, among other things, that a majority of administrators (85%) agreed that paid media consulting strengthens and enhances teaching; that administrators tended to agree (43%) that faculty who consult are more productive researchers than non-consultants (though 40% were neutral); and that paid media consulting positively affected tenure and promotion decisions in about half the programs (52%). (Seventeen notes and three tables of data are attached.) (SR)

ED 308 613 EA 021 113

*Mandeville, Garrett K.*
An Evaluation of PET Based on Longitudinal Data.
PUB DATE- Mar 89
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Elementary Secondary Education; *Inservice Education; *Longitudinal Studies; *Models; *Program Evaluation; Staff Development; *Teacher Effectiveness
IDENTIFIERS- Coaching; *Program for Effective Teaching; *South Carolina

Although teacher inservice programs based on Madeline Hunter's Program for Effective Teaching (PET) have become very popular in U.S. schools, there is little evidence that the Hunter model ultimately results in increased student achievement. This longitudinal study attempts to evaluate the effects of Hunter-based staff development programs on student achievement. The study is based on Mandeville's previous research involving 900 PET-trained South Carolina teachers, only 26 of whom had completed training 2 years prior to the school year for which student achievement data were gathered. (Hunter has claimed that to reach the "artistic" level, PET-trained teachers minimally require a two-year growth process of study, articulation, practice, and internalization, supported by coaching, classroom observation, and followup conferences.) Since 26 is a relatively small sample size, the current study began with 123 second- and third-grade teachers who were PET-trained during the second implementation year (1984-85). Data were also gathered for 888 second- and 727 third-grade teachers who were not PET-trained (NOPET). Test data were developed from the statewide Basic Skills Assessment Program in reading and math. The PET and NOPET teachers were compared using a number of variables (gender, ethnicity, age, and years of teaching experience). Classroom level data for 4 years (1984-85 to 1987-88) were also compared for the two groups; The final PET sample was 44; the final NOPET sample was 34. Since the PET and NOPET teacher samples were comparable, the reasonably random nature of each group's average profile indicates that no overall PET effect has been manifest. The increasing profiles anticipated as a teacher moved toward artistry did not occur, except incidentally. Perhaps coaching quality is to blame for the results. Sixteen references and several data tables are included. (MLH)

ED 308 629 EA 021 134

*Emmons, Janet Galbreath*
AIDS and Education--Why? Why Not?
PUB DATE- 8 Jul 89
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Civil Rights; *Communicable Diseases; Elementary Secondary Education; *Equal Education; *Handicap Discrimination; Handicap Identification; Mainstreaming; School Law; Student Rights

Every child who enters the doors of the nation's school system deserves an education, including children with AIDS. Parents of AIDS-free children fear that the AIDS-infected child in the classroom threatens the health and safety of the general school community. But according to the U.S. Department of Health and Human Services, casual contact with AIDS patients does not place others at risk of contracting the illness. A child with AIDS is considered handicapped and thus is entitled to all the legal rights that a handicapped student possesses. These rights include the right to receive a free and appropriate education with the same variety of programs and services that children without handicaps enjoy and placement in the least restrictive environment with nonhandicapped children (mainstreamed) whenever possible. According to the legal community, educators are in direct conflict with the nation's laws if they refuse to educate the AIDS afflicted child; therefore, teachers must comply. If educating, learning, and teaching the whole child--all children--is an educator's goal, then let educators take the initiative and accept the challenge. (14 references) (KM)

ED 308 670 EC 220 534

*Easterday, Joseph R.; And Others*
Evaluating Work Performance by Severely Handicapped Students in Work Experience Settings. Working Paper 87-5. COMPETE: Community-Based Model for Public-School Exit and Transition to Employment.
**Indiana Univ., Bloomington. Center for Innovation in Teaching the Handicapped.**
SPONS. AGENCY- Indiana State Dept. of Mental Health, Indianapolis.; Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 87
NOTE- 32p.; For related documents, see EC 220 524-535.
GRANT- G008430112
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Behavior Rating Scales; Community Programs; Education Work Relationship; *Employer Attitudes; Employment Experience; Evaluation Methods; *Job Performance; *Job Placement; *Moderate Mental Retardation; Secondary Education; *Severe Mental Retardation
IDENTIFIERS- *Supported Work Programs

This paper is a product of Project COMPETE, a service demonstration project undertaken for the purpose developing and validating a model and training sequence that applies the results of previous research and exemplary practices to improved transition services for moderately, severely, and profoundly retarded youth. The paper presents a set of evaluation instruments for students or clients in community work experience settings. The evaluation packet contains four evaluative instruments: (1) Critical Functions Profile; (2) Employer Concern Form; (3) Employer Rating Scale of Worker Performance; and (4) Work Performance Profile. A Yearly Exploration Summary form used to summarize evaluative data for a single learner across one year of work experience placements is also included. The Critical Functions Profile identifies functions necessary to produce required results and also provides a record of the job coach's time commitment. Employers complete the Employer Concern Form frequently to identify social and work performance problems or deficiencies as early as possible. The Employer Rating Scale is a summative instrument requiring comparison of the mentally retarded worker to others doing the same or similar jobs. The Work Performance Profile is completed by the job coach at the end of a work experience placement. (DB)

ED 308 305 CE 052 673

*Bas, Daniel*
Management Training in the Informal Sector: Does It Pay? Training Discussion Paper No. 33E.
**International Labour Office, Geneva (Switzerland).**
REPORT NO.- ISBN-92-2-106908-7
PUB DATE- Apr 89
NOTE- 40p.; Edited by the Training Policies Branch.
AVAILABLE FROM- ILO Publications, International Labour Office, CH-1211, Geneva 22, Switzerland.
LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; Business Education; *Cost Effectiveness; *Developing Nations; Economic Opportunities; Educational Benefits; *Entrepreneurship; Foreign Countries; Leadership Training; *Management Development; Seminars; *Small Businesses; Womens Education
IDENTIFIERS- Self Employment

In developing countries, the informal sector with its modest but resourceful trading activities is increasingly expanding. Broadly speaking, management is weak in this sector, and basic management training is needed. To make management training valid in the informal sector, time planning, the active participation of the beneficiaries in the needs analysis, and integration of training with other types of support are necessary. Results of a case study of five pilot seminars show that management training in the informal sector is possible. A set of 80-90 pedagogical drawings for an overhead projector has been successfully tested at those seminars. The color drawings convey very simple management messages on women involved in income-generating activities in the informal sector. A trainer's manual is used with the drawings. An analysis of the costs of the seminars indicates that the average cost per participant is reasonable--$30. A weakness of the seminars has been evaluation. Future seminars should study turnover, profits, and employment. (YLB)

ED 308 347 CE 052 740

*Malott, Karen; Taylor, Angela*
Career Development Curriculum for Single Parents/Homemakers.
**Northern Kentucky Univ., Highland Heights.**
SPONS. AGENCY- Kentucky State Dept. of Education, Frankfort. Office of Vocational Education.
PUB DATE- 87
NOTE- 135p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; Career Choice; *Career Development; Career Planning; Displaced Homemakers; *Employment Potential; Females; *Job Search Methods; *Job Skills; Labor Market; Learning Activities; Lesson Plans; Mothers; Occupational Information; *One Parent Family; Postsecondary Education; Reentry Workers; *Self Actualization; Sex Stereotypes; Womens Education

This core curriculum, in use at the Homemaker ReEntry Center at Northern Kentucky University, provides three units of materials that teachers can use to help homemakers make the transition to the world of work. The first unit, on personal development, covers such topics such as self-esteem, self-awareness, goal setting, decision making, sex role attitudes, stress management, time management, shyness, assertiveness, personal values, and skill identification and transfer. The second unit focuses on skills and abilities; it includes information on career assessment, career decision making, labor market demands, and evaluation methods. The final unit covers employability skills. It provides information on resumes, references, cover letters, thank you letters, job applications, interviewing skills, barriers to employment, job search processes, job advertisements, job salary guidelines, and employment planning. The three units contain individual lessons that consist of performance objectives, approximate time, materials needed, teacher preparation, learning activities, and evaluation methods. Activities and materials include pretests, games, role-playing, teaching methods, and resources. (KC)

ED 308 405                CE 052 842

*Merrifield, Juliet; Lemonds, Michael*
An Even Chance. Education, Community and Work in Tennessee.
**Tennessee Univ., Knoxville. Center for Literacy Studies.**
SPONS. AGENCY- Tennessee State Dept. of Education, Nashville.
PUB DATE- 89
NOTE- 31p.
AVAILABLE FROM- Center for Literacy Studies, 20 Claxton Education Bldg., University of Tennessee, Knoxville, TN 37996-3400 ($4.00).

LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Adult Literacy; Economic Factors; *Economic Status; Educational Finance; High School Graduates; *Illiteracy; School District Spending; Social Influences; *Social Status; State Surveys
IDENTIFIERS- *Tennessee

A study investigated the distribution of education levels in Tennessee's counties and examined factors affecting that distribution. It considered first the impacts of the changing global economy on Tennessee and the implications for education. The study found that Tennessee was likely to be harder hit than most states because of its dependence on manufacturing and the resurgence in rural poverty. Concern about adult literacy was generated by the demands of a changing economy and changing jobs. Study findings showed that education levels were very unequally distributed in Tennessee. Income levels were closely associated with the variation in education levels, with counties with higher per capita incomes consistently having higher proportions of high school graduates. The more rural counties tended to have lower education levels. The distribution of kinds of jobs was perhaps the most important factor associated with education levels. The trade, service, and construction industries were positively correlated with the percentage of high school graduates. The presence of a high proportion of manufacturing industry in a county had negative implications for education. The presence of substantial numbers of white collar jobs in a county ensured higher education levels. Positive correlations were found between local spending on education and the percentage of high school graduates. Jobs and income were closely linked with education. (YLB)

ED 308 490 CS 009 721

*Helmick, John S.; Anderson, Scarvia B.*
Illiteracy in the United States--What and Why?
PUB DATE- 24 Aug 88
NOTE- 9p.; Paper presented at the Annual Meeting of the International Council of Psychologists (46th, Singapore, August 21-25, 1988). For a companion paper, see CS 009 722.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Educational Theories; *Illiteracy; *Literacy; Psychologists
IDENTIFIERS- *United States

Some of the many topics which challenge psychologists working in the literacy field are: (1) the priority that should be attached to illiteracy in relationship to other national and personal problems; (2) varying definitions of "literacy" and "illiteracy" that inhibit communication and generalization; (3) the lack of valid and reliable scales for assessing persons at lower literacy levels and diagnosing needs for remediation; (4) the need for interdisciplinary and multivariate research on illiteracy; (5) distinguishing between illiteracy as a cause and illiteracy as a correlate, and trying to determine the underlying factors that account for correlations; (6) the levels of literacy required for various roles in society; and (7) competition between external and internal demands for literacy. (SR)

ED 308 598 EA 021 096

*Beare, Hedley*

From "Educational Administration" to "Efficient Management": The New Metaphor in Australian Education.

PUB DATE- Mar 89

NOTE- 34p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- *Educational Administration; *Educational Change; Elementary Secondary Education; Foreign Countries; Government School Relationship; *Instructional Leadership; Politics of Education; *Public Schools; School Based Management

IDENTIFIERS- *Australia; *New Zealand

This paper examines the status of educational administration (the way the public school systems are configured and managed) in Australia and New Zealand. To indicate the extent and nature of the administrative changes taking place in Australian education, three cameos are considered: New South Wales, Victoria, and the Commonwealth. The three case histories give an impression of constant upheaval, of rapid successions and political maneuvers and of policy turbulence. Illustrated is the kind of atmosphere within which public schools have operated during the decade of the 1980's. Eleven common features and trends are identified. (82 references) (SI)

ED 308 658 EC 220 522

*Hanley-Maxwell, Cheryl, Ed.; Chadsey-Rusch, Janis, Ed.*
Enhancing Transition from School to the Workplace for Handicapped Youth: The Role of Vocational Rehabilitation. Conference Proceedings (Des Moines, Iowa, October 2-3, 1985). Document 4.
**Illinois Univ., Urbana. Coll. of Education.**
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Personnel Preparation.
PUB DATE- Oct 85
NOTE- 89p.; A product of the National Network for Professional Development in Vocational Special Education. For a related document, see ED 280 231.
GRANT- OEG008303678
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Agency Cooperation; *Disabilities; *Education Work Relationship; Federal Legislation; Federal Programs; High Schools; *Inservice Education; *Professional Education; *Transitional Programs; Vocational Education; *Vocational Rehabilitation
IDENTIFIERS- Education of the Handicapped Act Amendments 1983

Presented are the proceedings of a conference addressing program initiatives established through Public Law 98-199, which declares that educators must provide quality programs and a continuum of services for handicapped youth through and beyond high school. Section A consists of the invited presentations that were made at the conference. In "Transition from School to Work," Richard Switzer discusses the role of vocational rehabilitation in the transition process, particularly with regard to historical development and implementation of federal initiatives. "Transition Services for Young Adults with Severe Disabilities: Professional Roles and Implications for Inservice Training," by Jane Everson et al., discusses the need for increased interagency cooperation and role definition by transition professionals and examines the implications these changing roles have on inservice training programs. Robert McDaniel, in a paper titled "School-to-Workplace: The Role of Vocational Rehabilitation," presents views on preservice implications. Section B synthesizes discussions and reactions made by conference participants on the topics of: transition-related services that should be provided by vocational rehabilitation; vocational rehabilitation's role in relationship to vocational and special education; and inservice and preservice curricular issues, including ways to facilitate collaboration. Section C briefly describes 26 personnel preparation and model transition projects. Section D provides names and addresses of conference participants. (JDD)

*Center, David B.*
Social Maladjustment: An Interpretation.
PUB DATE- Apr 89
NOTE- 30p.; Paper presented at the Annual Convention of the Council for Exceptional Children (67th, San Francisco, CA, April 3-7, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Education; *Adjustment (to Environment);

*Behavior Disorders; Court Litigation; *Definitions; Educational Legislation; Educational Needs; Elementary Secondary Education; *Eligibility; *Emotional Disturbances; Handicap Identification; Student Adjustment
IDENTIFIERS- *Education for All Handicapped Children Act

The exclusionary term, "social maladjustment," the definition in Public Law 94-142 (the Education for All Handicapped Children Act) of serious emotional disturbance, has been an enigma for special education. This paper attempts to limit the interpretation of social maladjustment in order to counter effects of such decisions as "Honig vs. Doe" in the exclusion from special education of students with antisocial behavior problems. The paper recommends the inclusive use of the term "behavior disordered" rather than the medical term "emotionally disturbed" for those with educational handicaps in the affective, cognitive, functional, and social domains of behavior. It also proposes that the label "serious emotional disturbance" in the law was intended to be used inclusively and not restricted to disorders in the affective domain. A rationale is offered for defining the exclusionary term "social maladjustment" to mean only socialized aggression which represents an adjustive response to environmental circumstances. School personnel determining the presence of a qualifying handicap need only decide whether the student's behavior significantly and adversely affects his or her educational performance or that of classmates. The truly socially maladjusted student needs educational approaches which emphasize the development of specific skills and abilities. (DB)

ED 308 319                CE 052 697

*Bas, Daniel*
Cost-Effectiveness of Training in the Developing Countries. Training Discussion Paper No. 19.
**International Labour Office, Geneva (Switzerland).**
PUB DATE- Dec 87
NOTE- 27p.; Edited by the Training Policies Branch.
AVAILABLE FROM- ILO Publications, International Labour Office, CH-1211, Geneva 22, Switzerland.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Accountability; *Cost Effectiveness; *Developing Nations; Educational Assessment; Foreign Countries; Program Costs; *Program Effectiveness; Program Evaluation; *Training
IDENTIFIERS- Africa

This document consists of an introduction, five sections, and a list of 12 references. The introduction explains why cost-benefit analysis is being applied to training in developing countries--even in those in which the expenditure for education has reached enormous proportions. The first section reviews the main providers and beneficiaries of education and training. The second section defines costs, outputs, and training effectiveness. The third section shows how cost-benefit analysis can be used to assess the effectiveness of various training activities in the formal sector (secondary schools and technical schools), and the fourth does the same for activities in the informal sector (traditional apprenticeship, training with production, nongovernmental organizations, and self-instruction). In addition, the fourth section includes information on the cost-effectiveness of training for women and three case histories of women trainees. The fifth section analyzes policies and draws some conclusions. (CML)

ED 308 362 CE 052 779

*Troutt, Eileen; Morgan, Frederic*
Matching Medical/Clerical Programs to Local Job Markets.
PUB DATE- Mar 86
NOTE- 19p.; Paper presented at the National Conference of the American Technical Education Association (23rd, St. Louis, MO, March 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Allied Health Occupations Education; *College Programs; *Disadvantaged; Employment Programs; *Federal Programs; *Internship Programs; *Job Training; Labor Needs; Outcomes of Education; Postsecondary Education; Program Effectiveness; Program Implementation
IDENTIFIERS- Job Training Partnership Act 1982

For the past 10 years, the School of Technical Careers at Southern Illinois University has blended government Job Training Partnership Act or Comprehensive Employment and Training Act funds, existing college programs, and local health facilities into successful training programs in allied health careers. The School of Technical Careers, through job need surveys, curriculum development, and client development, is succeeding in matching the local job market with training activities. During the training programs, students are helped to select careers that fit local needs. They spend one and one-half semesters in on-campus courses, then work in an internship program for the final half semester. This training program has helped many of the program completers to obtain jobs in the local area. The benefits of the program are threefold: (1) students benefit by receiving adequate training to procure and retain local employment; (2) area health facilities benefit by having the opportunity to hire trained entry-level personnel without the costs and time necessary for lengthy in-house training; and (3) the university benefits through dollars generated by external funds as well as an increase in generated semester hours. A survey to establish the need for training ward clerks (patient unit coordinators) is included. (KC)

ED 308 390 CE 052 819

Special Projects in New York State. Fiscal Year 1989. Adult Education Act.

New York State Education Dept., Albany. Bureau of Adult and Continuing Education Program Development.

PUB DATE- 89

NOTE- 33p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Community Programs; *Literacy Education; Program Costs; *Program Descriptions; State Federal Aid; *State Programs
IDENTIFIERS- 353 Project; Adult Education Act; *New York

This report describes 45 adult literacy education programs in New York State funded under Section 353 of the Adult Education Act. The projects are grouped in the following categories: statewide initiative grants; installation grants (GRASP--Giving Rural Adults a Study Program, external high school diploma grants, Job Club grants, adult career counseling centers, and television high school equivalency programs); continuation grants; and minigrants. For each program, the following information is provided: administering agency, title, description of the program, target population, project director, and funding amount. Besides the projects that focus on teaching adult literacy, some projects were conducted for staff development and resource dissemination. (KC)

ED 308 433 CG 021 755

*Ben-Porath, Yossef S.*
Issues in the Psycho-Social Adjustment of Refugees.
**Minnesota Univ., Minneapolis. Refugees Assistance Program - Mental Health Technical Assistance Center.**
SPONS. AGENCY- National Inst. of Mental Health (DHHS), Rockville, MD.
PUB DATE- 6 Jul 87
NOTE- 81p.
CONTRACT- NIMH-278-85-0024-CH
AVAILABLE FROM- Refugee Assistance Program--Mental Health Technical Assistance Center, University of Minnesota, Box 85, Mayo, Minneapolis, MN 55455.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Acculturation; Asian Americans; Biculturalism; Cultural Differences; Cultural Influences; Family Problems; Immigrants; *Mental Health; Occupational Mobility; *Refugees; *Relocation; Social Integration; *Stress Variables
IDENTIFIERS- Refugee Assistance; *Refugee Mental Health

The refugee experience--migrating against one's will--is a source of immense psychological stress. This paper therefore draws on empirical findings and theoretical discussions from the psychological, psychiatric, nursing, social work, sociological, and anthropological literature in order to identify the major stressors encountered in the experience of refugees before, during, and after their flight from their native lands. Accordingly, after a background discussion of the global refugee phenomenon and a review of the literature, the refugee experience is divided into three task-defined periods. The first occurs prior to flight, when refugees bear both the stressors that lead to their decision to flee, and the difficulties associated with making the actual decision. The second, the period of flight, occurs between the onset of flight and actual resettlement--often involving years of waiting and frustration. The greater part of the paper is devoted to the third period of resettlement, and portrays stressors associated with familial discord, occupational concerns, cultural barriers, and mental health difficulties. Specific stressors associated with refugee women and children are then discussed, and concluding remarks touch upon lessons to be learned and thoughts about the future. A bibliography of over 100 references is included. (TE)

ED 308 539 CS 211 961

*Carey, Michael A.*
Poetry Starting from Scratch--A Two Week Lesson Plan for Teaching Poetry Writing.
REPORT NO.- ISBN-0-934988-17-X
PUB DATE- 89
NOTE- 120p.
AVAILABLE FROM- Foundation Books, P.O. Box 29229, Lincoln, NE 68529 ($5.95 plus $2.00 shipping and handling).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Creative Teaching; *Creative Writing; Elementary Secondary Education; Figurative Language; *Poetry; Student Writing Models; Teacher Developed Materials; *Writing Instruction

Intended for people of all ages and with a history of successful use in schools, workshops, and prison, this book is a guide through a two-week plan of lessons to teach poetry writing. Each lesson builds on the one that came before, and all include poems. Following a preface, the 11 chapters are: (1) Basic Tools; (2) Extending the Metaphor; (3) Dramatic Irony; (4) Intimate Conversation; (5) The Senses and Memory; (6) Vivid Imagery; (7) Poems from Music; (8) Student Reading; (9) Formal Verse; (10) Catalog Poem; and (11) Editing Tips. An index of poets and an index of first lines and titles conclude the book. (SR)

ED 308 643 EC 220 506

Students in Transition Using Planning. Teacher's Manual.
**PACER Center, Inc., Minneapolis, MN.**
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Personnel Preparation.
PUB DATE- 88
NOTE- 202p.
AVAILABLE FROM- Pacer Center, Inc., 4826 Chicago Avenue South, Minneapolis, MN 55417-1055 ($10.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Accessibility (for Disabled); *Advocacy; Assertiveness; *Civil Rights; Curriculum Guides; *Daily Living Skills; Decision Making; *Disabilities; Education Work Relationship; High Schools; Information Utilization; Learning Disabilities; Lesson Plans; Mental Retardation; Physical Disabilities; *Transitional Programs

The manual was the outcome of a 3-year project to develop a training program on self-advocacy for special education students. The student training is a 3-4 hour program aimed at increased student awareness of their rights and responsibilities as they begin the transition process. Training materials include outlines for each session, student activities such as worksheets and scripts for role-playing, and information handouts. The program has been piloted with students with learning disabilities, physical handicaps, and mental retardation. The format for students with learning disabilities and physical handicaps consists of three sessions, focusing on future planning and goal setting, disability rights, and self advocacy and communication skills. Self advocacy skills are demonstrated in relation to securing services such as rehabilitation counseling, employment, or housing. The format for students with mental retardation differs in that all three sessions emphasize communication skills, with the first focusing on planning, the second on securing employment assistance, and the third on using social work services in developing independent living skills. Appendixes include information on laws and information for parents. (DB)

ED 308 334                    CE 052 716

*Butler, Jocelyn A.*
A Review of Adult Learning Theory and Staff Development Research. Program Report.
**Northwest Regional Educational Lab., Portland, Oreg.**
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jan 89
NOTE- 22p.
CONTRACT- 400-86-0006
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Administrators; *Adult Learning; *Learning Theories; Postsecondary Education; *Professional Development; Program Effectiveness; *School Administration; Secondary Education; Staff Development; Success

Adult learning theory and research on professional development provide a rich background context for examining school leader development for school improvement. The literature on adult learning theory identifies the following generalities about adults as learners: age reduces the speed of learning; adult learners bring life experiences to bear on new learning; adult learners exist in situations separate from the learning environment; and adult learners control what is learned. Research on staff development identifies characteristics that contribute to the success of staff development programs. Three researchers offer design components that emphasize a systematic approach to move participants from awareness of the new learning through transfer and application, a process for promoting long-term behavior change through staff development. Other factors that affect the success of staff development programs are relevant to the content or design. Drawing from adult learning theory and the research on professional development, a single set of descriptors can be identified as components of effective programs for adult professional development. The descriptors are divided into three major areas: those that describe program content and how it is determined, those that describe the design of the program delivery model, and those that describe appropriate post-program follow-up with participants. An outline of criteria for program description analysis by Jocelyn Butler and Robert Blum is attached. (53 references.) (YLB)

ED 308 419 CG 021 739

*Hutchison, Theresa; And Others*

Relationship between Family Structure and Heterosexual Activity in College Aged Women.

PUB DATE- Oct 88
NOTE- 21p.; Paper presented at the Annual Meeting of the Association for Counselor Education and Supervision (St. Louis, MO, October 6-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Children; *College Students; Comparative Analysis; *Dating (Social); *Daughters; *Divorce; Family Influence; Family Problems; Higher Education; *One Parent Family; *Sexuality; Student Attitudes; Student Behavior
IDENTIFIERS- *Divorced Parents

College-aged women (N=95) were surveyed to determine the effects of parental divorce on their heterosexual activity and on their attitudes and feelings concerning dating. The 67 participants from divorced families were grouped according to the subject's age when her parents were divorced: 6 years and younger, 7-12 years old, and 13-18 years old. The fourth group consisted of 28 participants from intact families. All participants completed a modified Demographic Survey, a dating attitudes checklist, either the Experience of Divorce Questionnaire or Family Life Questionnaire, depending on their family structure (divorced or intact), and the Heterosexual Activity Questionnaire, which was developed for this study. Analysis of the responses showed that parental divorce had a differential effect on when these women started to date, kiss, engage in sexual petting, and engage in sexual intercourse. The results revealed that, compared to girls from intact families, girls in all divorce groups had their first kiss and started dating at a younger age, and engaged in sexual petting and intercourse more frequently. No significant differences were found between the groups' mean number of dating partners, partners for sexual petting, or partners for sexual intercourse. Implications of the results are discussed, and suggestions for future research are offered. References are included, and results of the study are tabulated. (Author/TE)

ED 308 446                    CG 021 788

*Robison, Susan; Schwoch, Sharon, Ed.*
State Child Welfare Reform: Toward a Family-Based Policy.
**National Conference of State Legislatures, Denver, CO.**

SPONS. AGENCY- Edna McConnell Clark Foundation, New York, N.Y.
REPORT NO.- ISBN-1-55516-621-0
PUB DATE- Aug 87
NOTE- 63p.
GRANT- 238-0077
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Child Neglect; *Child Welfare; Family Problems; Family Programs; *Parent Child Relationship; *Public Policy; State Government; *State Legislation

This report outlines state legislative initiatives to develop family-based child welfare public policy. Emphasis is placed on legislation to ensure that "reasonable efforts" are made to reduce the need for out-of-home placement of children. Also included is an update of state implementation of permanency planning initiatives related to agency practices and procedures, the termination of parental rights, adoption assistance, and alternative forms of permanent placements. The report states that increasingly state lawmakers have mobilized to develop family-based child welfare public policy, with the new emphasis on providing permanent homes for children and with the goal of providing services to keep families together. The report concludes that statutory initiatives provide direction to the courts and child welfare agencies and outline parental responsibilities, and that states then realize the social and financial benefits of keeping families together. A case study of a family under stress from a premature baby, an accident-prone 3-year-old, and financial problems is presented to illustrate the differences between placing the children in foster care and providing supportive services to keep the family together. (ABL)

ED 308 461 CS 009 590

*Feathers, Karen; And Others*
Analyzing Retellings To Assess Comprehension.
PUB DATE- Dec 88
NOTE- 39p.; Paper presented at the Annual Meeting of the National Reading Conference (38th, Tucson, AZ, November 29-December 3, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Achievement Tests; College Freshmen; Grade 2; Grade 3; Higher Education; Holistic Evaluation; Primary Education; Reading Achievement; *Reading Comprehension; Reading Instruction; Reading Research; Text Structure
IDENTIFIERS- *Story Retellings

Three studies examined the impact of different instructional reading materials and subsequent analysis of comprehension by retellings. The first study investigated the influence of the presentation of the material. Subjects, 83 freshmen enrolled in a biology course, were shown one of four combinations of course material involving a slide presentation and an accompanying taped presentation. Results indicated that traditional measures revealed no differences among the groups but that on the retellings the students were comprehending differently based on the context in which the information was presented. The second study examined the effect of text structure on retellings. Subjects, 56 third grade students, were provided instruction and later tested for ability to read and comprehend a passage containing three different text patterns--compare/contrast, enumeration, and sequence. Results indicated traditional measures did not reveal major trends in the reading process that retellings brought out. The third study investigated the effect of different instructional materials on children's reading behavior and comprehension. Subjects, 30 second grade students, read orally and then recalled four different types of stories immediately after reading. Results indicated a holistic scoring format allowed a consideration of aspects of comprehension not revealed by traditional information-based measures. The results of all three studies indicated that group mean scores tended to camouflage differences and that total scores did not reveal important information about students' comprehension. (Three tables of data and four figures are included; 39 references are attached.) (RS)

ED 308 475                                    CS 009 698

*Howard, Katrena C.*

Influences on Teachers' Decision Making and How These Affect Reading Instruction.

PUB DATE- Oct 88
NOTE- 19p.; Paper presented at the Annual Meeting of the College Reading Association (32nd, Atlanta, GA, October 28-30, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Classroom Research; Grade 5; Inservice Teacher Education; Intermediate Grades; Preservice Teacher Education; Qualitative Research; *Reading Instruction; Reading Teachers; *Teacher Behavior; *Teacher Characteristics; Teacher Student Relationship; Teaching Methods

A qualitative study examined teachers' classroom practices and reasons behind observed practices. Subjects, four fifth grade teachers of reading who taught in different elementary schools in a large metropolitan school district, were observed during reading class time for 10 consecutive days. A profile of each participant and her teaching style emerged from observations and data analysis. Results indicated that factors affecting curricular decisions can be placed into one of four categories: (1) the teacher; (2) materials/activities; (3) external factors; and (4) students. Results also indicated that these factors influenced the subjects in varying degrees and that subjects made curricular choices based upon their beliefs concerning those factors. Teacher preservice and inservice instruction changes are recommended, based on the results of this study. (Eighteen references are attached.) (RS)

ED 308 554 CS 506 682

*Pokrywczynski, Jim*
Investigating the Relationship between Coupon Collecting and Top-of-Mind Brand Awareness.
PUB DATE- Aug 89
NOTE- 27p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (72nd, Washington, DC, August 10-13, 1989). Study funded by the Marquette University College of Journalism.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Advertising; Attitude Measures; *Consumer Economics; Discriminant Analysis; *Marketing
IDENTIFIERS- Advertisements; Advertising Effectiveness; Brand Awareness; *Brand Names; Consumers; Coupon Collecting; *Store Coupons

To determine if coupon collecting has any influence on product information processing like brand awareness, and to understand better the coupon collecting process, an exploratory study examined the relationship between coupon-collecting behavior and brand awareness for the coupons collected. Subjects, 152 randomly chosen respondents from a Midwest city telephone directory, were asked about coupon-collecting behavior during a 7-day period. Results indicated that nearly three-fourths of respondents mentioned the brand they collected a coupon for as their top-of-mind brand for various product categories, suggesting that a relationship may exist between these factors. (One figure and four tables of data are included, and 31 references are appended.) (MS)

ED 308 569 EA 020 943

*Clemson, Rochelle L.; And Others*

Teachers as Researchers and Researchers as Teachers: Lessons Learned from Three Post Baccalaureate Teacher Certification Programs.

PUB DATE- Mar 89

NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- *Educational Research; Elementary Secondary Education; Nontraditional Education; *Teacher Certification; *Teacher Education; *Teacher Role; *Theory Practice Relationship

IDENTIFIERS- Teacher Researchers; *United States (Mid Atlantic States)

Despite the scope and accessibility of the current knowledge base in teaching, teachers rarely refer to research findings as a primary information source to guide their practice. If teacher education is to survive the onslaught of politically inspired alternative certification routes now operating in 20 states, it is critical that teacher education characteristics be not only research-based, but also the subject of research. Some emerging postbaccalaureate alternative teacher preparation programs offer timely possibilities for strengthening preservice teachers' awareness of research as a resource for problem-solving in the classroom. This paper describes findings from a preliminary study examining teacher candidates in several alternative postbaccalaureate programs in the Mid-Atlantic states. The study explores whether alternative program graduates are more or less apt to value research and its implications for improving practice. The study also examines how well these programs support teacher candidates' needs and learning dispositions. The first phase piloted a questionnaire to be administered to teacher candidates in different programs and at different stages of program completion. The questionnaire was completed by student teachers in traditional programs and by interns in alternative programs, either immediately before the teaching experience or during the first 2 weeks. Results were somewhat mixed but, generally, students in alternative programs stressing research tend to value research's contribution to practice more highly than students in traditional or alternative programs lacking a research emphasis. Other results, study limitations, and implications are discussed. Included are 2 appendices and 10 references. (MLH)

ED 308 583 EA 021 066

D.C. Teenagers and AIDS: Knowledge, Attitudes, and Behaviors.
**Center for Population Options, Washington, DC.**
PUB DATE- Apr 88
NOTE- 10p.; For related document, see EA 021 065.
AVAILABLE FROM- Publications, Center for Population Options, 1012 14th Street, N.W., Suite 1200, Washington, DC 20005 ($1.00 prepaid).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; *Behavior Modification; *Contraception; *Health Promotion; *Prevention; Secondary Education; Venereal Diseases
IDENTIFIERS- *District of Columbia

Adolescents currently account for less than 1 percent of reported AIDS cases. Yet, because of their experimentation with both sex and drugs, teens face an increasingly high risk of contracting and transmitting the virus that causes AIDS (Acquired Immune Deficiency Syndrome). A total of 35 innercity black adolescents, ages 14 through 17, were interviewed in 2-hour group sessions. Key findings revealed that: (1) the teens were generally well informed about AIDS and about how HIV (Human Immunodeficiency Virus) is transmitted; (2) participants did not feel themselves to be at risk of contracting the virus and subsequently had not altered their behavior; (3) neither abstinence nor monogamy was a viable option as a means of AIDS avoidance; and (4) condoms were familiar to the adolescents, but due to some negative feelings regarding their use, condoms were not consistently used as a means of AIDS protection. Recommendations for helping teens to feel personally vulnerable to AIDS include integrating AIDS information that emphasizes prevention into existing health or sex education classes at each grade level and implementing programs that focus on helping teens adopt, develop, and maintain AIDS preventative behaviors. (KM)

ED 308 391 CE 052 822

*Harrell, Brenda McCane*

Identification of Teaching Strategies for the Middle Aged and Older Adult Nursing Student at Long Beach City College.

PUB DATE- Nov 87
NOTE- 57p.; Ed.D. practicum paper, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Adult Learning; Adult Students; *Andragogy; Classroom Techniques; Instructional Materials; Material Development; *Middle Aged Adults; Nurses; *Nursing Education; *Older Adults; *Teaching Methods; Two Year Colleges
IDENTIFIERS- Associate Degree Programs; *Long Beach City College CA

A study was conducted to identify teaching strategies that may be used by nursing faculty in teaching middle-aged and older nursing students. Four first- and second-year instructors of the Long Beach City College (California) Associate Degree Nursing Program were chosen as the panel of experts to participate in the investigation. A thorough review of the literature was conducted to obtain teaching strategies for use with middle-aged and older students.

Each step in the process of identifying the teaching strategies was presented to the panel of experts, who were asked to review the materials. The materials were then revised in accordance with the panel's recommendations. The revised materials were then presented to the expert panel for their approval, and the process was continued until the materials were approved as presented. The teaching strategies included the following: lecture, discussion, inquiry, role playing, group process, and outside activity. Teaching strategies were matched with each of the modules in the nursing program. Recommendations were made that the teaching strategies be used in the spring of 1988 and that provisions be made for validating the use of the teaching strategies after they have been in effect for 1 year. (The document includes 22 references and guidelines for selecting teaching strategies.) (Author/KC)

ED 308 491 CS 009 722

*Anderson, Scarvia B.; Helmick, John S.*

Literacy in the United States--How?

PUB DATE- 24 Aug 88
NOTE- 10p.; Paper presented at the Annual Meeting of the International Council of Psychologists (46th, Singapore, August 21-25, 1988). For a companion paper, see CS 009 721.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adolescents; Adult Basic Education; Adults; Case Studies; *Computer Assisted Instruction; High School Equivalency Programs; High Schools; *Literacy; *Literacy Education
IDENTIFIERS- *United States

A series of case studies observed a literacy program for adolescents and adults which can be administered to 16 students at a time, includes training in touch typing and word processing, treats phonics on an adult level, and uses the kind of technology (such as interactive computer programs) that in itself defines "literacy" for our age. Literacy classes in four secondary schools (101 students) and four adult learning centers (27 students) were observed. Overall, the students showed gains in scores on the standardized reading comprehension tests, acquired some typing and word processing skills, reacted positively to the course, and viewed their participation as a success experience. Implications are that: (1) the programs need to be accompanied by appropriate guidance, counseling, and supplementary training; (2) it is probably difficult to develop a program that is equally suitable for adult and adolescent students; (3) programs need to be developed with a full understanding and appreciation of the context in which they will be offered; (4) to minimize dropout and poor attendance, it is important to determine the recruitment methods, selection criteria, program configuration, and types of encouragement that best predict program completion and attendance; (5) students entering literacy training programs do not seem to be as discouraged by past failures as "folk wisdom" and popular literature might suggest; (6) it is no easier to detect subtle personal changes in students in literacy training programs than in any other educational interventions; (7) literacy training for adolescents and adults may be enhanced by the inclusion of novel and timely components and approaches; and (8) there seems to be some advantage in small group instruction for adults. (SR)

ED 308 507 CS 211 891

*Bromley, Karen D'Angelo*
Language Arts: Exploring Connections.
REPORT NO.- ISBN-0-205-11101-7
PUB DATE- 88
NOTE- 490p.
AVAILABLE FROM- Allyn and Bacon Order Dept., 200 Old Tappan Rd., Old Tappan, NJ 07675 ($29.25).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Childrens Literature; Elementary Education; *Integrated Curriculum; *Language Arts; Learning Activities; *Listening; Reading Comprehension; *Reading Instruction; Reading Writing Relationship; Teaching Methods; *Writing Instruction
IDENTIFIERS- Speaking Writing Relationship

This book presents a description of language arts instruction that advocates language learning that is incorporated throughout the curriculum. The book contains the following chapters: (1) "Language Arts and the Beginnings of Language"; (2) "A Literature Foundation"; (3) "Composing and Comprehending via Literature"; (4) "Connections: Listening and Reading"; (5) "Listening: A Comprehending Process"; (6) "Reading: A Comprehending Process"; (7) "Connections: Speaking and Writing"; (8) "Speaking: A Composing Process"; (9) "Writing: A Composing Process"; (10) "Connections: Comprehending and Composing"; and (11) "Managing an Integrated Language Arts Program." (Nine appendixes include bibliographies of children's literature for various ethnic groups, special picture books, magazines for children, and guidelines for selecting an elementary language arts text.) (MS)

ED 308 599 EA 021 097

*Mizell, M. Hayes*
Private Foundations: What Is Their Role in Improving the Education of Disadvantaged Youth.

PUB DATE- 28 Apr 89
NOTE- 24p.; Lecture in a series sponsored by the University of Cincinnati's College of Education (Cincinnati, OH, April 28, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Disadvantaged Youth; *Educational Change; *Educational Improvement; Elementary Secondary Education; Participative Decision Making; *Philanthropic Foundations; Public Schools; *School Based Management

Today's public schools are failing to educate not only disadvantaged students, but average students as well. The public education system in America faces twin dilemmas: In the current changing national economy and labor market, schools are inadequately preparing students to be self-sufficient adults; and the population of disadvantaged youth is steadily increasing. Suggested reforms by the federal government, magnet schools, and private foundations will do little to alter the structure of the

educational system; school-site management, however, has the potential to produce changes. Through school-site management, administrators, teachers, and citizens can make the decisions (and monitor and evaluate their implementation) necessary to reform the education of disadvantaged youth. Unlike reforms foisted on schools by legislatures or boards, improvements resulting from school-site management would be implemented by the people initiating the reforms. This may be an advantage because reforms potentially would be more realistic, but reform efforts could also founder on the enormity of the task. Foundations can play a valuable role in the implementation of school-site management programs in public schools by supporting programs that are more likely to benefit the students, rather than objective reform that can be more beneficial to decisionmakers. (12 references) (KM)

ED 308 614 EA 021 114

*Elmaleh, Haim*
Principals: Musical Chairs in the Jewish Day Schools.
PUB DATE- Dec 88
NOTE- 32p.; For related documents, see EA 021 115-117.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrative Change; Competence; Elementary Secondary Education; Employment Opportunities; *Employment Patterns; Occupational Mobility; *Principals; *Private Schools
IDENTIFIERS- *Jewish Day Schools

Demographic data were collected to identify the rate of termination among Jewish day school principals in the United States during the period 1980-85. There were 233 principals and 114 board presidents who responded to the questionnaires. Instruments used in the survey were two self-designed questionnaires (one for principals and the other for board presidents). Findings are that: (1) among responding principals, 36.7 percent had fewer than 5 years of administrative experience, while only 10 percent had worked in administration longer than 20 years, and fewer than 10 percent of principals remained in their positions for 10 or more years; (2) the termination rate of 1980-85 was between 60 percent and 70 percent; (3) further, a yearly increase in the termination rate of 1980-85 was identified; (4) one-half of the schools had hired a principal within the last 3 years; (5) 20 percent of the terminations occurred after the first year of employment, while 55 percent occurred after 2-3 years; (6) 35 percent of principals had terminated their positions between 1980 and 1985. A statistical analysis system using frequency, anova, and cross-tabulation was employed on the survey data. (20 tables and 11 references) (KM)

ED 308 630 EA 021 135

*Bouie, Edward L., Sr.; And Others*
Implementing an Educational Contract.
PUB DATE- Sep 87
NOTE- 8p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; Elementary Secondary Education; *Motivation Techniques; *Parent Participation; *Performance Contracts; *Time on Task
IDENTIFIERS- *DeKalb School District GA

Although parents are their children's first and most influential teachers, parents are sometimes absent from the schools' educational process. Based on research stressing the positive connection between parental involvement and student achievement, the DeKalb County School system (Decatur, Georgia) has implemented several strategies to increase parents' participation in their children's education. One such strategy is the educational contract that teams the efforts of students, parents, and teachers to enhance student achievement. The decision to implement the educational contract was an outgrowth of DeKalb's time-on-task study and the system's focus on greater academic achievement. In that study, behaviors interrupting instruction were identified, and conscientious efforts were made to eliminate them. The school also emphasized that time allocated for instruction be used appropriately. Parent involvement was seen as an alternative strategy to a longer school day. Involving parents not only extends study time, but provides modeling by the person most influential in the child's learning. When both parents and teachers convey high expectations, children realize that education is valued in their homes. Ways to solicit parents' help and provide ceremony for the contract-signing process are discussed. Six references and a copy of DeKalb's educational contract are included. (MLH)

ED 308 671 EC 220 535

*Dever, Richard B.*
A Survey of Parental Perceptions of Work Training for Their Severely Handicapped Children. working Paper #87-6. COMPETE: Community-Based Model for Public-School Exit and Transition to Employment.
**Indiana Univ., Bloomington. Center for Innovation in Teaching the Handicapped.**
SPONS. AGENCY- Indiana State Dept. of Mental Health, Indianapolis.; Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 87
NOTE- 30p.; For related documents, see EC 220 524-534.
GRANT- G008430112
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Education Work Relationship; Employment Potential; Expectation; *Moderate Mental Retardation; *Parent Attitudes; *Severe Mental Retardation; Sheltered Workshops; Vocational Education

This paper is a product of Project COMPETE, a service demonstration project undertaken for the purpose of developing and validating a model and training sequence to improve transition services for moderately, severely, and profoundly retarded youth. The paper reports on a study which surveyed 58 parents of moderately, severely, and profoundly retarded children in a small midwestern city. Questions were concerned with parental perceptions of the following: desirability of various after school placements, concerns about vocational training problems, the importance of various types of training in the last 2 years of public school, how much school time should be devoted to vocational training, the desirability of their children eventually working, ideas about the type of work their children should perform, appropriate wages during and after training. Results indicated that, as a group, parents wanted their children to go to work someday, but lack information about the available options. Parents wanted their children to have vocational training but were not willing to give up academic training while their children were still in school. Many parents feared their children would be mistreated during work training and/or performance. Parents tended to assume that their children would go to the sheltered workshop rather than into community jobs. (DB)

ED 308 292 CE 052 647

*Kaliski, Burton S., Ed.*
Asserting and Reasserting the Role of Business Education. National Business Education Association Yearbook, No. 27.

**National Business Education Association, Reston, Va.**
REPORT NO.- ISBN-0-933964-29-3
PUB DATE- 89
NOTE- 197p.
AVAILABLE FROM- National Business Education Association, 1914 Association Drive, Reston, VA 22091-1596 ($12.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022) Reports - Research/Technical (143) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Accounting; *Basic Skills; *Business Education; Business Education Teachers; Curriculum Development; *Educational Change; Elementary Secondary Education; Entrepreneurship; Faculty Development; Job Training; *Marketing; Postsecondary Education; Public Relations; *Role of Education; Teacher Education; *Teaching Methods

This yearbook is intended to show how business education and its philosophy evolved in the schools, what its current position and practices are, and what lies in store in the future. Part I deals with the roots of business education and the current issues. Chapters are "The Philosophy of Business Education" (Walter Brower); "Business Education in Years Gone By" (Peter Meggison); and "Business Education in the Present Uncertain Times" (David Hyslop). Part II deals with general strategies for asserting and reasserting by educators. Titles are "Communicating with the Constituencies of Business Education" (John Gump, Myrena Jennings, Jo Nell Jones); "Marketing the Entire Business Education Curriculum" (Harriett McQueen); "Developing and Coordinating the Business Education Curriculum" (LaNeta Carlock); and "Preparing and Updating Professional Business Education Teachers" (Lloyd Bartholome). Part III emphasizes viable presecondary business education. Chapters are "Keyboarding" (Linda Kimball, Patricia Marconi Lane); "Presecondary Computer Literacy" (Ella Fisher); "Economic Literacy at the Junior High Level" (John Clow); and "Job, Career, and Human Relations Skills" (Susan Vogel). Part IV focuses on new strategies for dealing with problems of secondary business education. Titles are "Basic Skills and Core Competencies" (Blanche Ettinger); "Processing Data" (Evelyn Schemmel); "Owning and Managing a Business" (Colleen Vawdrey); and "Marketing and Distribution" (Stephen Spofford). Part V deals with postsecondary education. Chapters are: "Basic Skills and Core Competencies" (Alice Taylor); "Administrative Support Systems" (Michael Bronner, Bridget O'Connor); "Information Systems" (Thomas Duff); "Marketing/Distribution Systems" (Roger Hutt); "Accounting Systems" (Robert Dansby, C. David Strupeck); and "Management Systems" (Gail Fann). The epilogue is "Business Education in the Years to Come" (Burton Kaliski). (YLB)

ED 308 306 CE 052 674

*Tenhaeff, Carel R.*
Training of Older Workers in the Netherlands. Training Discussion Paper No. 34.
**International Labour Office, Geneva (Switzerland).**

REPORT NO.- ISBN-92-2-106907-9
PUB DATE- Dec 88
NOTE- 27p.; Edited by the Training Policies Branch.
AVAILABLE FROM- ILO Publications, International Labour Office, CH-1211, Geneva 22, Switzerland.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Adult Education; Demography; *Employment; Foreign Countries; *Job Training; Labor Force Nonparticipants; Labor Market; *Older Adults; Preretirement Education; Retirement; Retirement Benefits; Retraining; Unemployment
IDENTIFIERS- *Netherlands; *Older Workers

By the year 2025, 38 percent of the population of the Netherlands is projected to be aged 55 and over. Only 40 percent of the group aged 55-64 was working in 1985, and only 2.3 percent of the people aged 65 and over was working--the smallest number among industrialized countries. This development was mainly due to early retirement schemes and social security systems that were chosen in 1986 by 85 percent of the entitled workers. In recent years, the costs of those retirement schemes and the demographic figures are becoming a matter of concern. The government began allowing industries to dismiss people at age 57.5 in 1982. Those dismissed got unemployment wages of up to 95 percent of their salaries. The unions have recently become aware of the aging of the society and have proposed a policy of involving older workers in training and retraining. Employers also show increasing interest in the human capital of skilled and experienced older workers. The only regular training programs are IBM's "age-conscious personnel management and quality of work" and a training program for the reentry of older nurses. Besides this, there are training programs on job placement, outplacement, and the widespread preparation for retirement. Only two special projects were found to be targeted at older workers; these involve senior citizens' consultancy programs that help them become self-employed. Such programs are becoming more popular. (20 references) (KC)

ED 308 348 CE 052 743

Teenage Parent Coping Skills. Teenage Parent Program Annual Report--FY 87.
**Owensboro Public Schools, Ky.**
SPONS. AGENCY- Kentucky State Dept. of Education, Frankfort. Office of Vocational Education.
PUB DATE- 30 Jun 87
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Career Awareness; Coping; *Early Parenthood; High Schools; Mothers; One Parent Family; *Outcomes of Education; *Parenthood Education; Parenting Skills; Parent Role; *Program Effectiveness; Program Implementation; *Role Models; Videotape

Cassettes

In an attempt to deal with teenage pregnancy, the Owensboro, Kentucky, City School System operated the Teenage Parent Program, an inner-city program for pregnant teenagers from all schools in Daviess County. A "Coping Skills Project" was designed to enhance this program by improving parenting attitudes and skills, increasing career awareness, and providing a proper single-parent role model to interact with these teenagers. During the project, assessment instruments were revised, and a videocassette recorder and cassette tapes were purchased. Teachers taped and edited public and educational television programs and used them to teach parenting skills and attitudes at much lower cost than purchasing commercial products. A teacher's aide who was a single parent was hired to interact with the students individually, in small groups, and in the classroom. As a result of the project, scores on parenting attitudes tests, career awareness tests, and parenting skills tests improved, though some students were not in the project long enough to be measured on all outcomes. The project was judged a success and was scheduled to continue, with revisions, for the next year. (Report includes a list of videocassette titles and sample crossword puzzles.) (KC)

ED 308 377                                    CE 052 801

Industry-Education Partnerships: Massachusetts Case Studies.
**Massachusetts State Dept. of Education, Quincy. Office of Community Education.**
PUB DATE- 87
NOTE- 61p.
AVAILABLE FROM- Office of Community Education, Massachusetts Dept. of Education, 1385 Hancock Street, Quincy, MA 02169.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Career Education; Cooperative Education; Cooperative Programs; *Corporate Support; Elementary Secondary Education; *School Business Relationship; *School Community Programs; *School Community Relationship

IDENTIFIERS- *Massachusetts

This document consists largely of descriptions of 15 industry-education partnerships in Massachusetts, selected on the basis of their creativity; the range of partnership organizations and activity they represent; the diversity of students, teachers, businesses, and communities they affect; and their innovative and efficient coordination and administration. Appearing between an introduction and two appendices (one containing a model for partnerships and the other a list of resources for partnerships) are descriptions of these partnerships: Academy for Contemporary Technology; Acushnet Schools/Fairhaven-Acushnet Cablevision, Inc. Partnership; Andover Industry/Business/Community Education Collaborative; Dorchester High School/New England Telephone Partnership; Horace Mann School for the Deaf/Honeywell, Inc. Partnership; Lawrence School Industry Liaison Project; Massachusetts Future Problem Solving Program; Massachusetts Preengineering Program for Minority Students; New Bedford School-Business Partnerships; Newspapers in Education: Falmouth Public Schools/Cape Cod Times; The Oxford/Digital Connection; Peabody Educational Council; South Boston High School/Federal Reserve Bank/Gillette Company Partnership; Springfield Public Schools/Monsanto Company Partnership; and Worcester School-Business Pairing Project. The descriptions typically include the names and addresses of contact persons, background information, description of the area, program focus, management and coordination of the partnership, program components, and a conclusion. (CML)

ED 308 406 CE 052 843

Transition to Adult Life for People with Disabilities. Bulletin No. 1.

**Further Education Unit, London (England).**

REPORT NO.- ISBN-1-85338-128-4
PUB DATE- May 89
NOTE- 5p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Adult Education; Agency Cooperation; *Education Work Relationship; Foreign Countries; *Learning Disabilities; *Transitional Programs; *Young Adults
IDENTIFIERS- Further Education Unit (England); Great Britain; Organisation for Economic Cooperation Development

A feasibility study examined ways in which Britain's Further Education Unit's (FEU's) work regarding the learning disabled could be enhanced by involvement in the program at the Centre for Educational Research and Innovation (CERI) of the Organisation for Economic Cooperation Development (OECD). The study recommended the following: (1) the United Kingdom should become involved in the OECD/CERI program; (2) a project based on the role of intra-agency cooperation in facilitating the empowerment of young people with disabilities should be coordinated by FEU; (3) the project should be composed of subprojects centered on the three identified areas of work (applications of new technologies, supported employment, and planning transition to and within adult life); (4) the project should recommend future interagency collaboration that would support young disabled people during their transition to adult life; and (5) the project should be managed by a consultative committee representing all the agencies involved in the project and those interested in its outcomes. This study's methodology involved meetings, interviews, and visits among a group of influential agencies and individuals working in each of the chosen areas, with emphasis on discussions of present work as it relates to young people's transition into an active adult life. (The recommended project was subsequently undertaken.) (CML)

ED 308 524 CS 211 939

*Dickson, Tom*
How Advisers View the Status of High School Press Freedom Following the Hazelwood Decision.
PUB DATE- Aug 89
NOTE- 20p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (72nd, Washington, DC, August 10-13, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Court Litigation; *Freedom of Speech; High Schools; Journalism; Journalism Education; Public Schools; Questionnaires; *School Newspapers; Student Publications; Teacher Role
IDENTIFIERS- *Advisor Role; Controversial Topics; *Hazelwood School District v Kuhlmeier; Journalism Research; Missouri

To examine how the Hazelwood decision (Hazelwood School District versus Kuhlmeier) affected high school advisers' views of their role in controlling content in their school newspapers and what they see as objectionable content, a study surveyed 100 Missouri high school advisers randomly selected from a list of 573 Missouri public high schools (with a 56% response rate). Each respondent was sent a cover letter and a 34-item questionnaire. Results indicated that schools have a variety of means for controlling newspaper content, but that there was no significant difference between advisers at small and large schools on the questions concerning how advisers oversee their newspapers' content. School size did appear to be related to the type of controversial articles that appeared in school papers, however. In addition, findings indicated that the Hazelwood decision would not affect the content of school publications. A table provides responses of advisors to 16 of the survey questions. (MM)

ED 308 540 CS 211 962

*Wyatt-Brown, A. M.*
Life Review in the Novels of Molly Keane, Elizabeth Bowen, and Peter Taylor.

PUB DATE- Nov 88
NOTE- 19p.; Paper presented at the Annual Meeting of the Gerontological Society (41st, San Francisco, CA, November 18-22, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Aging (Individuals); Authors; *Creative Writing; *Literary Criticism; Literary Devices; *Midlife Transitions; Novels

IDENTIFIERS- *Flashback; Life Events; *Reminiscence

Gerontologists have studied the role of memory and reminiscence in later life to see if life review leads to increased satisfaction in old age. Novelists offer some concrete examples of the varying ways that this review can affect the self-esteem of aging persons. Molly Keane, Elizabeth Bowen, and Peter Taylor all agree that late middle age provides a potential turning point in the lives of their characters. In fact, the action of their novels depends on the way in which the characters meet or fail to meet that challenge. These novelists write about intense, sensitive and inhibited people, who live in an upper-middle class milieu. Because their backgrounds have been socially constrained, at first growth in old age seems unlikely. Still all of the characters feel compelled to review their pasts in order to understand themselves better. The authors present this review in different ways, but two offer a modicum of hope. Of course, some characters cannot reassess their lives because they are committed to their old rationalizations. But those who can withstand the pain of self-revelation can sometimes transform their relationship with the past, an act which gives them some real hope for future happiness. (Author)

ED 308 685 EC 220 560

*Purcell-Gates, Victoria*
Can Early Reading Achievement Be Predicted with Traditional Learning Disabilities Tests? A Case Study.
PUB DATE- 88
NOTE- 48p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Beginning Reading; Case Studies; *Handicap Identification; Language Enrichment; *Learning Disabilities; *Learning Processes; *Literacy; *Predictive Measurement; *Prereading Experience; Primary Education; Writing Skills

This case study examines the process of learning to read and write in a first-grade boy for whom difficulties in literacy acquisition were predicted from a battery of tests commonly used to identify learning disabilities (LD). Data included: (1) test scores from the school psychologist, speech therapist, audiologist, and from standardized school tests; (2) samples of school reading and writing tasks; (3) samples of writing and reading attempts done outside of school; (4) samples of talk about reading and writing and the nature of written language by the child; and (5) observation of developing school instruction. Results indicated no relationship between the test results and the child's processes and success in learning to read and write. The paper discusses the limited view of literacy acquisition reflected in the LD test battery as contributing to its inability to predict success for this child and suggests an approach to diagnosis which accounts for prior experience with written language. (Author/DB)

ED 308 320 CE 052 698

*Bowland, Derek L.*
Co-Ordination of Training Systems--Some Basic Issues. Training Discussion Paper No. 25.
**International Labour Office, Geneva (Switzerland).**
REPORT NO.- ISBN-92-2-106615-0

PUB DATE- 88
NOTE- 41p.; Edited by the Training Policies Branch.
AVAILABLE FROM- ILO Publications, International Labour Office, CH-1211, Geneva 22, Switzerland.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Vocational Education; *Coordination; *Developing Nations; *Educational Administration; Educational Planning; Foreign Countries; *Job Training; *Labor Force Development

Intended to illuminate the issues surrounding the coordination of vocational training systems in developing countries, this document raises questions about what should be coordinated, how, by whom, and for what purpose. After an introduction, the following six sections are presented: (1) "The Nature of Coordination," which distinguishes coordination from management and defines coordination as bringing parts or separate entities together in a proper relationship, thereby causing them to function together for a wider purpose; (2) "Coordination amongst Nonformal Skill Providers," which offers advice on coordination issues relevant to private institutional training and training both within and outside government; (3) "Coordination with the Formal Education System," which raises issues regarding the coordination between general education, occupational skills acquisition, vocational education, and vocational training; (4) "Coordination with the Outside World," which discusses the relationships between training and manpower, training and technological change, training and the labor market, and training and the business/industrial enterprise; (5) "Mechanisms for Coordination," which describes a "coordinating ministry" model and a "training council" model; and, finally, (6) "Summary and Conclusions." (CML)

ED 308 363 CE 052 783

*Sagaria, Sabato D.*
Teaching Traditional and Non-Traditional Age Individuals: How Should Methods, Expectations, and Standards Differ?
PUB DATE- Mar 89
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Adult Education; *Adult Learning; *College Students; Comparative Analysis; Educational Research; *Higher Education; Learning Theories; *Nontraditional Students; *Student Attitudes

A study examined achievement and attitudes of traditional and nontraditional age students enrolled in an undergraduate behavioral sciences statistics course. Performance and attitude data were collected from a class of 25 traditional students (average age 22) and from a class of 15 nontraditional students (average age 35). The two groups were taught using the same format, textbook, and testing format. Results indicated that nontraditional students performed at a significantly higher level (one letter grade) than traditional students. The nontraditional students were as positive or more positive on all aspects of their college course experience, including attitude toward the professor. Data from the research had a number of implications, including the need to (1) understand the population of students; (2) use the rich and varied knowledge and experiences possessed by adults as ideational anchors; (3) apply appropriate methods and perspectives in teaching each population; (4) recognize that the student and the professor create the "teachable moment"; and (5) appreciate that the different levels of knowledge and experience possessed by the students imply different motivational bases. Findings were in concert with cognitive learning theorists' positions in regard to information processing. (Author/YLB)

ED 308 420 CG 021 740

*Ansello, Edward F.; Rose, Thomas*
Aging and Lifelong Disabilities: Partnership for the Twenty-First Century.
**Maryland Univ., College Park. Center on Aging.**
PUB DATE- 89
NOTE- 88p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Aging (Individuals); Cooperative Planning; Delivery Systems; *Developmental Disabilities; *Human Services; Institutional Cooperation; Mental Retardation; *National Programs; *Older Adults; Public Policy; *State Programs

This document contains presentations from the Wingspread Conference, a conference held in June 1987 to examine issues posed by the increasing longevity of older Americans with mental retardation and developmental disabilities. An executive summary and the following papers are included: (1) "Aging and Lifelong Disabilities: Problems and Prospects" (Edward Ansello and Thomas Rose); (2) "The Aging and Disabilities Partnership" (Edward Ansello); (3) "On Aging and Lifelong Disabilities: A New Response" (Jean Elder); (4) "The Aging Developmentally Disabled as a Dimension of All Our Goals" (Jack Ossofsky); (5) "Introduction to Aging and Lifelong Disabilities: Context for Decision-Making" (Marsha Mailick Seltzer); (6) "Barriers to and Opportunities for Cooperation Between the Aging and Developmental Disabilities Service Delivery Systems" (Robert Gettings); (7) "State Partnerships to Enhance the Quality of Life of Older Americans with Lifelong Disabilities" (Daniel Quirk); (8) "Best Practice for Integrating Service Delivery to Older Persons with Developmental Disabilities" (John Stokesberry); (9) "What's Happening at the State Level: Technical Problems, Administrative Solutions" (M. Doreen Croser and others); (10) "Federal Legislation and Strategies for the Future: A View from the Senate" (Janet Pisaneschi); (11) "A National Agenda for the Future: Action Steps and Recommendations" (Robert Gettings); and (12) "National Policy Goals for Older Persons with Developmental Disabilities" (Donna McDowell). Also included are summaries of discussion groups on decision making and public policy in aging and disabilities and on strategies and recommendations. The epilogue discusses public policy implications. References for further reading and programmatic information on the conference are appended. (NB)

ED 308 434 CG 021 756

*Deinard, Amos S.; And Others*
Models and Methods for Assessing Refugee Mental Health Needs.
**Minnesota Univ., Minneapolis. Refugees Assistance Program - Mental Health Technical Assistance Center.**
SPONS. AGENCY- National Inst. of Mental Health (DHHS), Rockville, MD
PUB DATE- 18 Dec 85
NOTE- 42p.
CONTRACT- NIMH-278-85-0024-CH
AVAILABLE FROM- Refugee Assistance Program--Mental Health Technical Assistance Center, University of Minnesota, Box 85, Mayo, Minneapolis, MN 55455.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Delivery Systems; Evaluation Methods; Evaluation Utilization; Master Plans; Mental Health Clinics; *Mental Health Programs; Models; *Needs Assessment; *Policy Formation; *Psychiatric Services; *Refugees; Resource Allocation; *Statewide Planning; Systems Analysis
IDENTIFIERS- Refugee Assistance; *Refugee Mental Health

This background paper on refugee needs assessment discusses the assumptions, goals, objectives, strategies, models, and methods that the state refugee programs can consider in designing their strategies for assessing the mental health needs of refugees. It begins with a set of background assumptions about the ethnic profile of recent refugee populations and the unique aspects of these refugees' experience. The next section defines the needs assessment as a policy tool and lists its purposes in relation to the intended users: policymakers, administrators and managers, planners, clinicians, advisory committees and groups, and consumers. The third section discusses needs assessment in the specific context of a state refugee mental health delivery system. It is noted that such an assessment must consider the system's community environment, the rules (statutes, procedures, case law, and conventions) under which it operates; its administrative structure; its financing; its facilities and equipment; its programs; its staff; and its consumers. The fourth section enumerates the major models and methods of needs assessment that state programs may employ, and provides general comments on their appropriateness for assessing the mental health needs of refugees. Methods discussed include the use of social indicators, key informants, public forums, rates in service, surveys, and data analysis. A bibliography is included. (TE)

ED 308 447 CG 021 789

*Loyacono, Laura L.; Smith, Shelley*

State Budget Implications: Child Support Enforcement.
**National Conference of State Legislatures, Denver, CO.**
SPONS. AGENCY- Office of Child Support Enforcement (DHHS), Washington, DC.
PUB DATE- Mar 88
NOTE- 60p.
CONTRACT- 600-82-0157
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Child Support; Child Welfare; *Compliance (Legal); *Financial Support; *Public Policy; State Government; *State Legislation; Trend Analysis

This document outlines the basic federal, state, and local financing structure for child support programs. The main components of program financing are discussed, including: (1) the federal government currently pays 68 percent of state and local costs of program administration and rewards states and localities based on their collections and cost effectiveness; (2) child support enforcement can increase state revenues by offsetting welfare costs since child support can remove children from poverty and reduce Aid to Families with Dependent Children (AFDC) growth rates and parent's health insurance can save Medicaid funds; and (3) federal incentive money and the state share of collections on behalf of AFDC recipients can be used as the state chooses. Highlighted are creative state initiatives that incorporate performance-based models into the administration and financing of state programs for child support enforcement. Known enforcement tools and management techniques which can increase effectiveness and efficiency are discussed, including placing greater emphasis on the establishment of paternity, assuring adequate levels of child support through review and modification of child support orders, and providing automatic income withholding from an absent parent's paycheck. Case studies provide examples of successful state initiatives. The report concludes that child support is no longer solely considered to be a "welfare" program; it is a socially beneficial program that can be implemented at minimal state cost. (ABL)

ED 308 476　　　　　　　　CS 009 699

*Rosberg, Merilee A.*
The Reading/Writing Connection: Using Student Teachers.
PUB DATE- 10 Jul 89

NOTE- 9p.; Based on a paper presented at the Annual Meeting of the Iowa State Reading Association (Des Moines, IA, April 6-8, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Classroom Environment; Cooperating Teachers; Elementary Education; Higher Education; *Preservice Teacher Education; *Reading Writing Relationship; *Student Teachers; Student Teacher Supervisors; Teaching Methods
IDENTIFIERS- *Whole Language Approach

The student teacher, practicum, or field experience student can fit readily into a whole language classroom even if he or she has not been trained to use the process. The teacher needs to take time to discover the student associate's strengths and abilities; time taken to examine these abilities and to consider how they might be mutually complementary with the teacher's interests is quite worthwhile. Student teachers should be involved in planning lessons from the very beginning, as are the students in a whole language classroom. The continuance of a literate environment in the classroom can be ensured by using the skills of the student teacher to enhance and expand the community of learners in the classroom. (RS)

ED 308 555 CS 506 683

*O'Keefe, Garrett J.; Reid, Kathaleen*
"McGruff" after 10 Years: Lessons about Crime Prevention and Information Campaigns.
PUB DATE- Aug 89
NOTE- 27p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (72nd, Washington, DC, August 10-13, 1989).
AVAILABLE FROM- Market Masters Books, P.O. Box 151066, Salt Lake City, UT 84115 ($16.95 including postage).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Audience Response; Communication Research; Community Programs; *Crime Prevention; Mass Media Effects; *Mass Media Role; Persuasive Discourse; Police Community Relationship; *Public Affairs Education; Public Relations
IDENTIFIERS- Advertising Effectiveness; *Public Safety; *Public Service Advertising

Public information campaigns have become a staple of contemporary crime prevention efforts. While formal research on such campaigns has been limited, some important lessons may be learned from evaluation of the national "Take a Bite Out of Crime" or "McGruff" crime prevention campaign initiated in 1979. A large-scale formal survey evaluation indicated that McGruff seems to have had some success in promoting various aspects of crime prevention competence among a fairly wide range of citizens. A national survey of 759 crime prevention practitioners revealed that the McGruff campaign has served as a centerpiece for a host of allied preventive efforts at local, statewide, and national levels. A survey of 53 television station public service managers indicated considerable receptivity to the McGruff public service announcements. McGruff's effectiveness may be tied in part to the use of formative research in its design, and to the integration of interpersonal and community-level support with the media components. Subsequent campaigns would do well to pay more attention to the use of theoretical models of communication and persuasion in their design, and should include a more detailed examination of characteristics of audiences. Continuing, systematic evaluation should address the role of news media in campaign dissemination, and examine why some techniques work while others don't. (Forty-four references are attached.) (SR)

ED 308 584                                        EA 021 067

# Teens' Survey of Stores in the District of Columbia on Accessibility of Family Planning Methods.

**Center for Population Options, Washington, DC.**

PUB DATE- 88

NOTE- 8p.

AVAILABLE FROM- Publications, Center for Population Options, 1012 14th Street, N.W., Washington, DC 20005 ($.25 prepaid; quantity discounts).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Adolescents; *Contraception; Early Parenthood; High Schools; *Pregnancy; *Prevention; Sexuality; Venereal Diseases

IDENTIFIERS- *District of Columbia

Access to and availability of contraceptive methods in stores play an important role in the prevention of AIDS, unwanted pregnancies, and other sexually transmitted diseases. Although teens are generally knowledgable about birth control, many encounter barriers when attempting to obtain contraceptive. Forty-five drug stores and 15 convenience stores were surveyed in the Washington, D.C., area for family planning method physical location, ease of locating (signs or labeling), pricing, and clerks' attitudes regarding teen purchase of contraceptives. Results showed that condoms were either difficult to locate, separate from other forms of birth control, or behind counters; prices of condoms varied greatly--from $1.42 to $2.99 per three pack; female teens encountered negative reactions when buying contraceptives 40 percent of the time, while male teens reported mostly positive experiences; and male store employees were the most likely to react negatively to teen contraception inquiries. The need for sexually active teens to obtain family planning must be recognized by society and must be addressed. Store policies should reflect this heightened awareness; teens must be allowed to purchase contraceptives conveniently and anonomously. (KM

ED 308 644 EC 220 507

Speech-Language-Pathology and Audiology Handbook.
**New York State Education Dept., Albany. Office of the Professions.**

REPORT NO.- NYSED-88-7539
PUB DATE- Nov 88
NOTE- 87p.; Prepared by the Division of Professional Licensing Services.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Accreditation (Institutions); *Audiology; *Certification; *Language Handicaps; Professional Education; Professional Occupations; *Speech Handicaps; *Speech Pathology; State Legislation; *State Standards; Therapists
IDENTIFIERS- *New York

The handbook contains State Education Department rules and regulations that govern speech-language pathology and audiology in New York State. The handbook also describes licensure and first registration as a licensed speech-language pathologist or audiologist. The introduction discusses professional regulation in New York State while the second section gives licensure requirements and application instructions. The following data are provided: (1) licensure forms for both speech-language pathology and audiology; (2) the texts of relevant sections of Education Law (Articles 130 and Article 159) and the Commissioner's Regulations (Part 59 and Part 75); (3) texts of the rules of the Board of Regents concerning disciplinary proceedings in the professions, the Committee on the Professions, determination of good moral character, and unprofessional conduct; (4) guidelines for evaluating an applicant's experience and listings of registered professional preparation programs in New York; and (5) a listing of graduate programs in speech-language pathology or audiology accredited by the American Speech-Language-Hearing Association. (DB)

ED 308 659 EC 220 523

*Harpring, Sharon A.; And Others*
A Handbook for Evaluating Secondary/Transition Projects for Handicapped Students.
**Illinois Univ., Champaign. Secondary Transition Intervention Effectiveness Inst.; Research Triangle Inst., Research Triangle Park, NC. Center for Education Studies.**

SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Personnel Preparation.
PUB DATE- Sep 86
NOTE- 67p.
GRANT- OEG008303678
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Disabilities; Educational Planning; *Education Work Relationship; *Evaluation Methods; *Program Evaluation; Secondary Education; *Transitional Programs

This handbook spells out the steps necessary in an effective evaluation of secondary/transition interventin projects for handicapped youth. Initial steps in the evaluation process include describing the evaluation setting, identifying evaluation audiences, stating the evaluation rationale, determining evaluation questions, and identifying evaluation constraints. Subsequently, planning and implementing the evaluation involves determining evaluation approaches and methods, collecting the data, and analyzing the data. Well-written reports are then needed to document program results, provide a framework for replication and/or extension of the program, respond to stakeholder needs, and serve as a point of departure for program improvement. Throughout this evaluation guide, examples are included from current projects to illustrate how evaluation issues can be approached and resolved. Appendices contain worksheets and an annotated bibliography of 23 items. (JDD)

ED 308 335 CE 052 718

*Tsuji, Gerry K.; And Others*
A Research Report on the Toronto Board of Education's Response to Adult Literacy.
**Toronto Board of Education (Ontario).**
REPORT NO.- ISBN-0-88881-201-7
PUB DATE- May 89
NOTE- 145p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Adult Students; Classroom Techniques; *English (Second Language); Foreign Countries; *Literacy Education; *Program Effectiveness; Program Implementation; Program Improvement; Second Language Instruction; *Student Characteristics; *Teacher Characteristics; Teaching Methods

Since 1985, the number of adult literacy programs provided by the Toronto Board of Education has increased by 500 percent and learners by almost 300 percent, so that in 1989, almost 9,000 adults are enrolled in nearly 700 classes. Two distinct groups are being served: a unilingual group, most of whom are Canadian-born, English-speaking young adults, and an English as a second language (ESL) group who are typically literate in a language other than English. The differences between the two groups have consequences for program planning, instructional methods, locations of classes, and outreach. Classes are scheduled at most times of the day. Unilingual learners tend to take more hours of instruction per week than ESL learners. Generally, all learners are pleased with their classes, although few attend for more than a year, and the dropout rate is high. Gains for unilingual learners are associated with good attendance, amount of instructor's experience, and a classroom that promotes independent learning. ESL learners' gains are related to length of participation in programs, level of class, the amount of inservice training taken by their instructors, class size (about 10), and classrooms with high levels of participation, interest, and respect, by both learners and instructors. Lead instructors spend at least half their time on administration, although they feel their primary role is program support. Program administrators generally feel that learners are being well served, although specific areas were noted as requiring attention, such as more funds to advertise and integrating adult classes with day school programs. (KC)

ED 308 462 CS 009 602

*Crain-Thoreson, Catherine; McCutchen, Deborah*
Phonemic Support in Children's Comprehension.
PUB DATE- Mar 89
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Analysis of Variance; Elementary Education; *Elementary School Students; Grade 2; Grade 4; Microcomputers; Parochial Schools; *Phonemics; *Reading Comprehension; Reading Instruction; Reading Research; *Reading Skills; Silent Reading
IDENTIFIERS- Apple II; Phonemic Awareness; Washington (Seattle)

A study investigated the role of phonemic information in young readers' silent reading comprehension. Subjects, 56 children in grades 2 and 4, from Seattle parochial schools, were blocked into groups based on their grade and skill level (skilled and less skilled). Each subject saw 48 sentences presented in a random order on an Apple II microcomputer. Each child was instructed to teach "Howie the Robot" to talk correctly. As a sentence appeared on the screen the child was to respond with a "yes" if the sentence made sense or a "no" if the sentence was silly or wrong. Results showed that a visual tongue twister effect (VTTE), similar to that found in adult studies, was observed in both second and fourth grade readers at two skill levels. This supports the view that phonemic information is used not only in word identification, but in text comprehension as well. Contrary to the initial hypotheses, it was found that neither skill level nor grade level interacted with this effect. Findings suggest that the VTTE taps a portion of the phonemic code that is not subject to substantial individual difference and/or develops quite early. (One figure and two tables of data are included.) (RAE)

ED 308 508 CS 211 893

*Burress, Lee*
Battle of the Books: Literary Censorship in the Public Schools, 1950-1985.
REPORT NO.- ISBN-0-8108-2151-6
PUB DATE- 89
NOTE- 385p.
AVAILABLE FROM- Scarecrow Press, Inc., 52 Liberty St., P.O. Box 4167, Metuchen, NJ 08840 ($42.50).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Case Studies; *Censorship; Elementary Secondary Education; Intellectual Freedom; *Literature; *Public Schools; Publishing Industry; *School Libraries; *United States History
IDENTIFIERS- Educational Issues; Secular Humanism

Focusing on the issue of censorship, this book explores the causes, instances, and implications of censorship in the United States from 1950 to 1985. The book is divided into the following eight chapters: (1) "Montello, Wisconsin: A Case Study in Censorship"; (2) "A Survey of the Censorship Situation: Sources, Objections, Increases in Censorship Activity"; (3) "A Survey of the Censorship Situation: Regional Differences, Race, Class, Culture; Results"; (4) "Twelve Reasons for the Increase in Censorship"; (5) "Publishers as Censors"; (6) "Censorship by the Left"; (7) "Secular Humanism"; and (8) "Conclusion." Appendixes consist of titles of books, periodicals, and films objected to in a 1982 survey, and book titles objected to in 17 surveys between 1965 and 1985. (MM)

ED 308 615 EA 021 115

*Elmaleh, Haim*
Causal Factors for Termination of Jewish Day School Principals.
PUB DATE- Feb 89
NOTE- 29p.; For related documents, see EA 021 114-117. Small print in
tables may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrative Change; *Competence; *Dismissal (Personnel); Elementary Secondary Education; Employment Opportunities; *Employment Patterns; Occupational Mobility; *Principals; *Private Schools
IDENTIFIERS- *Jewish Day Schools

The purpose of this study was to determine the causal factors for termination among Jewish day school principals in the United States, the rate of termination, and its effect on the schools. Ten hypotheses were designed for the study. The instruments used in the survey were two self-designed questionnaires, one for school principals and the other for board presidents. The population consisted entirely of the principals and board presidents of 328 Jewish Day Schools (233 principals and 114 board presidents responded). According to both principals and board presidents, the four most important reasons for principal termination included relations with the board, career and advancement, competency, and financial reasons. Although no single variable seemed to be primarily responsible, each factor contributed to the total picture in which executive termination could readily occur. It appears that those principals who do not ignore the political realities of their educational environment and who take political steps to solve educational problems will become an integral part of the school system. (14 Tables and 14 References) (KM)

ED 308 631 EA 021 136

*Bellon, Elner C.; And Others*
Alternative Incentive Programs for School Based Reform.
PUB DATE- Mar 89
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Career Ladders; *Educational Change; Elementary Secondary Education; *Incentives; *State Action; Student Needs; *Teacher Improvement; Teaching Load
IDENTIFIERS- *Extended Contracts; *Tennessee

"First wave" educational reform has resulted in various state and local incentive and pay-for-performance programs, such as Tennessee's career ladder program offering extended contract opportunities for teachers and administrators achieving a certain performance status. While the intent was to reward excellence, offer supplemental pay through additional employment opportunities, and allow teachers to focus on students' special needs, the present extended contract program did not prove to be an incentive for excellent performance. In response to educator dissatisfaction, the Tennessee General Assembly called for a reexamination of the career ladder program and for development of methods for enhancing extended contract activities. Based on the 1987 study's findings, the 1988 legislation advocated that all future extended contract efforts focus directly on meeting student needs and indirectly on developing appropriate incentives for educators. State directives also charged the study team to explore alternative incentive programs for teachers, schools, and school systems. This report includes the methodology, findings, and recommendations of the 1988 career ladder study as related to extended contracts and alternative incentives; the methodology, findings, and recommendations of the 1988 career study considering alternative options; and the guidelines for alternative incentive programs to be implemented during 1989-90. The 1988 study discloses research on types of incentives (intrinsic and extrinsic) and unit size (individual, group, and organization). The alternative incentive study recommended: (1) expanding the local educational agency's role; (2) developing an integrated approach; (3) capitalizing on intrinsic incentives; and (4) providing a variety of incentives. (43 references) (MLH)

ED 308 392 CE 052 823

*Cooper, Evangeline W.; And Others*
Improving Basic Skills in the Workplace: Workplace Literacy Programs in Region III.
**Employment and Training Administration (DOL), Philadelphia, PA. Region III.**
PUB DATE- 88
NOTE- 44p.; For a related publication, see ED 291 922.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Corporate Education; Educational Resources; *Literacy Education; Models; Program Descriptions
IDENTIFIERS- *United States (Mid Atlantic States); *Workplace Literacy

This companion booklet to "The Bottom Line" (a publication of the U.S. Departments of Labor and Education that highlighted changes in the work force and the population and cited some business efforts to improve employees' literacy skills) contains descriptions of 23 successful workplace literacy efforts in the Mid-Atlantic states. The programs described were selected to show the wide variety in workplace literacy programs--who teaches, who learns, where the training occurs, why the training is necessary or appropriate, how costs are borne, and what the results have been. A contact person is identified for each program. The booklet also identifies state and local sources for further information about workplace literacy programs. (Author/KC)

ED 308 492                                    CS 009 724

*Fry, Edward*
A Readability Formula for Short Passages.
PUB DATE- 4 May 89
NOTE- 9p.; Version of a paper presented at the Annual Meeting of the International Reading Association (34th, New Orleans, LA, April 30-May 4, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Content Analysis; Difficulty Level; Intermediate Grades; Readability; *Readability Formulas; Reading Comprehension; Secondary Education

A new readability formula is designed to work on passages that are 40 to 99 words long, while existing readability formulas require a passage of 300 words or longer. The new formula requires the passage to have at least three sentences and is reliable for the fourth through the twelfth grades. (Four figures which demonstrate the use of the formula are included.) (RS)

ED 308 525 CS 211 940

*Brown, Cindy M.*
How the Use of Color Affects the Content of Newspaper Photographs.
PUB DATE- Aug 89
NOTE- 27p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (72nd, Washington, D.C., August 10-13, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Content Analysis; Interviews; Media Research; *Newspapers; *Photographs
IDENTIFIERS- *Color Photography; Herald Telephone

Focusing on the effects that color photography has had on the content of photographs published in daily newspapers in the United States, a study conducted interviews with both photographers and photo editors and also carried out a content analysis comparison of photographs published before and after the use of color at a small daily, "The Herald-Telephone" of Bloomington, Indiana. The content analysis was conducted for six weeks in 1988. Four aspects of photographs were analyzed: (1) whether a photo was taken indoors, outdoors at night, or outdoors during the day; (2) whether a photo accompanied a front page story, a story on another page, or was a stand-alone photograph; (3) whether a photo was staff or wire; and (4) the picture's category (spot news, general news, feature, portrait/personality, sports action, sports feature, or head shot combo). Findings indicated that more front-page photos were taken outdoors after color use than before; fewer news photos and more

feature photos appeared on newspaper front pages after a newspaper switched from black-and-white to color photographs; and fewer front-page photographs accompanied stories after color use than before. (Thirty-three notes are included, and four tables of data are attached.) (MM)

ED 308 570 EA 020 946

*Beattie, Nicholas*

Parents as a New Found Land: Reflections on Formal Parent Participation in Five Polities.

PUB DATE- Mar 89

NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Comparative Analysis; Educational Development; *Educational Improvement; Educational Quality; Elementary Secondary Education; Foreign Countries; *Government School Relationship; Parent Associations; Parent Influence; *Parent Participation; *Parent Responsibility; Parent Role; *Parent School Relationship; *Politics of Education

IDENTIFIERS- *Massachusetts; *United Kingdom

The paper examines parent involvement in the governance of schools. Five structures that incorporate elected parent representatives in consultative and decision-making committees established by law are discussed: (1) School Improvement Councils (Massachusetts); (2) Boards of Governors (England and Wales); (3) Counseils d'etablissement (France); (4) consigli di istituto (Italy); and (5) Elternbeirate (German Federal Republic). In purpose and form they are strongly marked by local political and social forces and by the felt needs of particular governments at particular times. In character and content, parent councils are institutions where the gap between rhetoric and reality is almost a defining characteristic. A redefining of the parental role and movement is recommended. (18 references) (SI)

ED 308 600 EA 021 098

*Johnson, Judith L.*
A Study of the Relationship between Student Learning Styles and Student Evaluation of Instructor Effectiveness.
PUB DATE- Apr 89
NOTE- 22p.; Paper presented at the Annual Meeting of the New England Educational Research Organization (Portsmouth, NH, April 26-28, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; Higher Education; *Student Characteristics; *Student Evaluation of Teacher Performance; *Teacher Effectiveness; *Teacher Evaluation; *Teacher Student Relationship

This paper examines the relationship between age, ability, achievement, and learner preferences, and student evaluations of instructor effectiveness. The sample for this study consisted of 116 students enrolled in two sections of an introductory psychology course at the University of Southern Maine. Five independent variables were examined: age, ability, grade, grade point average (GPA), and learner preferences. Findings indicate a significant but modest relationship between some student characteristics and their evaluations of teacher effectiveness. It appeared that certain learner preferences are predictive of more positive evaluations of instructor performance. Appended are 16 references, four tables of constructive and regressive variables, an end-of-course evaluation form, and a copy of the Johnson Learner Preference Scale. (SI)

ED 308 672 EC 220 545

Workshop Sessions' Conference of the California Association for the Gifted. Conference Abstracts (27th, San Diego, California, 1989).
**California Association for the Gifted.**
PUB DATE- 89
NOTE- 62p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Books (010)
DESCRIPTORS- Art Education; Classroom Techniques; Conference Papers; *Course Content; *Curriculum Development; Economics Education; Elementary Secondary Education; *Gifted; Instructional Materials; Literature Appreciation; Mathematics Education; Professional Associations; Science Education; Social Sciences
IDENTIFIERS- Junior Great Books

Workshop sessions of the 1989 conference of the California Association for the Gifted are listed and most are abstracted, with the presenters' names and addresses included. The 146 workshop topics address teaching techniques and curricula in the arts, sciences, social sciences, mathematics, economics, and literature and a variety of aspects of education for the gifted and talented at all levels of elementary and secondary education. (MSE)

ED 308 686 EC 220 561

Delivering Special Education: Statistics and Trends. ERIC Digest #463.
**Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.**
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 89
NOTE- 3p.
CONTRACT- RI88062207
AVAILABLE FROM- The Council for Exceptional Children, Publication Sales, 1920 Association Dr., Reston, VA 22091 ($1.00 each, minimum order of 5).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Numerical/Quantitative Data (110) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Delivery Systems; *Disabilities; Dropouts; Early Intervention; Educational Legislation; *Educational Trends; Education Work Relationship; Elementary Secondary Education; Federal Legislation; *Incidence; Student Characteristics
IDENTIFIERS- *Education for All Handicapped Children Act

The digest presents recent statistics regarding educational services for handicapped children, including data on who is being served, how that population is changing, and what trends are affecting special education today. The report answers the following questions: how are handicapped children defined for purposes of the Education for All Handicapped Children Act of 1975? What handicapping conditions are being served? Where are these students receiving their special education (regular classes, resource rooms, special classes, special schools, or hospital/homebound environments)? How many teachers are needed? What students with handicaps are dropping out? The last section identifies two major trends in special education today--the provision of services to young children with handicaps, and more training in vocational skills as well as programs to assist in the transition from school to community life. (DB)

ED 308 293 CE 052 648

*Arnot, Marie; And Others*
The Volunteer Organization Handbook.
**Virginia Polytechnic Inst. and State Univ., Blacksburg. Center for Volunteer Development.**
PUB DATE- 85
NOTE- 186p.

LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adult Education; Financial Support; Goal Orientation; *Leaders; Leaders Guides; *Leadership; *Leadership Training; Needs Assessment; Publicity; Public Relations; *Voluntary Agencies; *Volunteers; Volunteer Training

This handbook is intended to help the volunteer leader become more effective. The first five chapters are designed as self-instruction guides, which will help the leader to lead groups to more effective action. These chapters cover assessing group and community needs; establishing goals and setting priorities; considering alternatives and determining objectives; taking action; and documenting experiences and accomplishments. The final nine chapters focus on topics to help the leader with specific problem situations and concerns. They discuss the essentials for effective meetings; tips for discussion leaders; types of committees, their major functions, and suggestions for making committees more effective; the functions of leadership; and detailed instructions for using group activities mentioned elsewhere in the book. Other topics include strategies--collaborative or consensus, campaign, conflict, or some combination of the three; partnerships and their formation; financing special projects; and imaginative techniques for positive public relations and alternatives to traditional publicity channels. (YLB)

ED 308 307                                    CE 052 675

*Gruloos, Jacques*
Training of Older Workers in Belgium. Training Discussion Paper No. 37.
**International Labour Office, Geneva (Switzerland).**
REPORT NO.- ISBN-92-2-106992-3
PUB DATE- Jun 89
NOTE- 28p.; Edited by the Training Policies Branch.
AVAILABLE FROM- ILO Publications, International Labour Office, CH-1211, Geneva 22, Switzerland.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Vocational Education; Continuing Education; Developed Nations; *Educational Gerontology; Foreign Countries; *Older Adults; *Preretirement Education; Public Policy; Retirement; *Retraining
IDENTIFIERS- *Belgium; *Older Workers
Resulting from one of the International Labour Office's explorations of the training needs of older workers in industrialized countries, this document states that there are no Belgian training or retraining programs for older workers, although general education and retirement education programs do exist. The Christian Union for Pensioners and the General Christian Worker Federation offer courses on retirement preparation. Other retirement preparation courses are offered by Connexion (an independent organizer of courses that operates in the French-speaking areas of Belgium) and NIVOP (National Instituut Voorbereiding op Pension), which offers similar courses in the Flemish-speaking areas. The University for the Elderly (organized separately at each of the universities) provides general culture courses. A special center for the elderly (the Centrum Derde Leeftijd) in Brussels offers general assistance, public relations, a newsletter, and documentation for the elderly. Another newsletter is provided by the 20,000 member Independent Federation for the Elderly in Brussels. Clerical unions and other clerical workers' organizations provide various courses for older people, including a 4-year study on "active retirement" offered by the Higher Institute for Workers' Culture (ISCO). The Vie Feminine program is targeted at older women. The Belgian Senior Consultants offer their knowledge and experience to individuals and small- and medium-sized companies. (CML)

ED 308 321 CE 052 700

*Bas, Daniel*
On-the-Job Training in Africa. Training Discussion Paper No. 27.
**International Labour Office, Geneva (Switzerland).**
REPORT NO.- ISBN-92-2-106790-4
PUB DATE- Jun 88
NOTE- 16p.; Edited by the Training Policies Branch.
AVAILABLE FROM- ILO Publications, International Labour Office,
CH-1211, Geneva 22, Switzerland.

LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Vocational Education; *Apprenticeships; *Craft Workers; Developing Nations; Experiential Learning; Foreign Countries; Labor Force Development; Nonformal Education; *On the Job Training; *Training Methods
IDENTIFIERS- *Africa

Asking how to enrich on-the-job-training and, in particular, the traditional apprenticeship system in Africa without unduly burdening employers or smothering this system that is firmly rooted in African culture and is particularly well-suited to the conditions of African life, this document concludes that it is necessary to improve the skills of those who provide the on-the-job training. Consequently, master craftsworkers should be subsidized by the state (through the reimbursement of funds they give to apprentices for spending money or through the provision of raw materials at favorable prices) if they can demonstrate they are proficient not just at their craft but at providing training. Taking such steps is important because apprenticeship is suitable for Africa in that it can be used to train a very large number of people and does not require a large investment. Most small employers learned their trade through traditional apprenticeship; this method seems to compare favorably with the education provided by African formal technical educational institutions not only in cost but also in quality and in ensuring subsequent employment. Some modern companies have successfully combined practical and theoretical instruction through alternate periods of on-the-job training and in-plant training away from the work station. (CML)

ED 308 349                    CE 052 744

# Vocational Education Single Parent/Displaced Homemaker Project. Annual Report July 1, 1986-June 30, 1987.

**Owensboro Public Schools, Ky.**
SPONS. AGENCY- Kentucky State Dept. of Education, Frankfort. Office of Vocational Education.
PUB DATE- 30 Jun 87
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; Career Choice; *Career Development; Career Planning; Curriculum; *Displaced Homemakers; *Employment Potential; Females; Job Placement; *Job Skills; Labor Market; Learning Activities; Lesson Plans; Mothers; Occupational Information; *One Parent Family; Outcomes of Education; Postsecondary Education; Program Effectiveness; Program Implementation; Reentry Workers; *Self Actualization; Sex Stereotypes; Womens Education

The Owensboro, Kentucky, Displaced Homemaker Program helps single parents/displaced homemakers in the Green River Area Development District to gain control of their lives by developing skills necessary to secure a job and become independent and self-sufficient. In fiscal year 1986-87, 240 persons applied for the program, which provides an orientation to the world of work, classroom training, personal and career counseling, life skills development, vocational exploration, General Educational Development test preparation, remedial and basic skills classes, and work experiences. After several evaluations, 31 participants were chosen for the fall class, and 25 were chosen for the spring class. Participants were evaluated and placed appropriately. Vocational funds were used to provide orientation, classroom training, child care, transportation, work experience, and job search skills for 23 participants. Of them, 15 are now employed, and the remainder are looking for work. Of the 66 participants enrolled in the program for the year, 42 have found employment. A job club has been formed to help the remaining participants find jobs. An additional 175 people during the year were not enrolled in the program but received a variety of services. The program has proven successful and will continue. Attachments include outlines of the program orientation and classroom curriculum, a sample course outline, and a description of the consultation program. (KC)

ED 308 364 CE 052 784

*Peterson, Karen L.*
Professional Development and Child Care Practitioners: Implications for Training.
PUB DATE- 87
NOTE- 24p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Adult Development; Adult Learning; *Child Caregivers; Child Care Occupations; Inservice Education; *Models; *Occupational Home Economics; Postsecondary Education; *Professional Development; *Program Development

This paper examines a comprehensive approach to training for child care practitioners and presents a framework for developing staff training. It considers each of the four elements essential to building training experiences: adult developmental change, growth in professional competence, characteristics of adult learning, and training options. Each component is examined as it relates to early childhood personnel who have in-service staff development needs. This information is then synthesized into a model that considers a match between three development or skill levels of child care practitioners and appropriate training guidelines. The model is presented in tabular form that indicates training consideration for each of the three levels: entry- or maintaining level, mid- or support level, and mature or facilitating level practitioners. A list of 36 references is appended. (YLB)

ED 308 378 CE 052 802

Promising Practices in Community Education. Schools and Communities Working Together To Enrich K-12 Education.
Massachusetts State Dept. of Education, Quincy. Office of Community Education.
PUB DATE- 86
NOTE- 133p.
AVAILABLE FROM- Office of Community Education, Massachusetts Dept. of Education, 1385 Hancock Street, Quincy, MA 02169.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Change Strategies; *Citizen Participation; Community Coordination; *Community Education; *Community Involvement; *Community Resources; Educational Improvement; Elementary Secondary Education; *School Community Relationship; *School Support
IDENTIFIERS- *Massachusetts

Intended to provide educators and community leaders in Massachusetts with an overview of the ways in which community education practices can strengthen K-12 education, this document explains community education, describes three community education projects in detail, gives implementation models, and lists organizational and printed resources. Chapter 1 defines community education, lists the three principles upon which it is based, and explains the benefits of community education. Chapter 2 describes projects in three Massachusetts cities (Uxbridge, Falmouth, and Boston) and includes information on the factors considered critical for success and implications for replication of the projects. Chapter 3 supplies information about the change process as it applies to establishing community education projects, a list of steps to be taken when planning and implementing a community education project, a conceptual model of a three-year project for promoting K-12 community education, and a sample action plan that can be adapted for local needs. Chapter 4 contains information on 33 other community education programs in Massachusetts. Appendix A lists contact persons for additional community education programs in the state. Appendix B lists resources under two headings: organizations and publications. (CML)

ED 308 407 CE 052 844

Workplace Literacy: A Blueprint for Action. A Guide for Employers and Organized Labor.

**Minnesota Adult Literacy Campaign, St. Paul.**

PUB DATE- Nov 88
NOTE- 34p.; Funded in part by the International Association for Personnel Women--Twin Cities Chapter, Minnesota AFL/CIO, Minnesota Teamsters Joint Council 32 Education Fund, and St. Paul Area Chamber of Commerce.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Adult Programs;

*Corporate Education; Illiteracy; *Literacy Education; Program Development; *Program Implementation
IDENTIFIERS- *Workplace Literacy

This blueprint is intended to give employers and organized labor an overview of the issues involved in workplace literacy. The guide is divided into six sections. Section 1 defines and introduces workplace literacy. Section 2 highlights some of the issues employers and organized labor are facing as a result of low literacy levels in the workplace. In section 3, the different types of literacy programs are explained: general, work-related, and job-specific. Steps to follow when implementing a workplace literacy program are addressed in section 4. Section 5 lists resources for general literacy information as well as literacy providers in Minnesota. Section 6, the bibliography, lists seven resources for additional information on workplace literacy. (YLB)

ED 308 477 CS 009 701

*Coley, Joan Develin; DePinto, Thomasina*
Reciprocal Teaching: Theme and Variations.
PUB DATE- 89
NOTE- 8p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Content Area Reading; Cues; *Discussion (Teaching Technique); Discussion Groups; Elementary Secondary Education; Questioning Techniques; *Reading Comprehension; Student Role
IDENTIFIERS- *Reciprocal Teaching

Reciprocal teaching is a form of dialogue in which students and teachers construct meaning from text. The teacher models the steps of the procedure and gradually encourages students to assume the role of "teacher." Reciprocal teaching involves four strategies which promote comprehension of the text: question-generating, summarizing, clarifying, and prediction. The strategy requires training and teacher modeling for approximately 20 class sessions before students become proficient with all strategies. Originally designed for use with middle school students to use with expository material, reciprocal teaching lends itself to a number of variations. For example, although reciprocal teaching is recommended for small group instruction, it can be adapted to large group instruction where the teacher structures the steps and, at an appropriate juncture, gives students time to participate either as a group or in pairs. Since the question-generating step is the hardest for students to master, the use of question-response cues may be added. These are simple visual symbols to help cue various types of questions for students. (A figure illustrating question response cues is included.) (NH)

ED 308 541 CS 211 963

Bibliography: NIE Publications. More Than 100 Teacher Guides and Curriculum Materials To Aid the Classroom Use of Newspapers. Sixth Edition.
**American Newspaper Publishers Association Foundation, Washington, D.C.**
PUB DATE- Sep 86
NOTE- 64p.
AVAILABLE FROM- American Newspaper Publishers Association Foundation The Newspaper Center, Box 17407 Dulles Airport, Washington, DC 20041 ($1.50; 50+ copies, $1.00 each).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacner) (052)
DESCRIPTORS- Annotated Bibliographies; Career Education; Citizenship Education; Elementary Secondary Education; English; *Instructional Materials; Language Arts; Mathematics; *Newspapers; Science Education; Second Languages; Social Studies; Special Education
IDENTIFIERS- *Newspaper in Education Program

This bibliography lists 124 publications designed to answer the question of how to use the newspaper in the school curriculum. The bibliography is one facet of a continuing effort to assist hundreds of newspapers and school systems sponsoring Newspaper in Education programs. Most of the materials in the bibliography are published by newspapers, in close collaboration with curriculum developers in local school systems; many of the lesson plans and activities have been successfully teacher-tested in the classroom. The entries are divided into the following sections: General--newspaper activities, funnies or comics, holidays; Reading/Language Arts/English; Social Studies/Citizenship Education; Math/Science; Career Education; Foreign Language; Business/Consumer/Home Economics; Special Education; Newspapers in the Home; and Newspaper Unit. An index of publications and two appendixes listing newspaper youth pages and NIE publications are included. (MS)

*Dever, Richard B.*

A Taxonomy of Instructional Objectives for Developmentally Disabled Persons: Vocational Domain. Working Paper 85-1. COMPETE: Community-Based Model for Public-School Exit and Transition to Employment.

**Indiana Univ., Bloomington. Center for Innovation in Teaching the Handicapped.**

SPONS. AGENCY- Indiana State Dept. of Mental Health, Indianapolis.; Office of Special Education and Rehabilitative Services (ED), Washington, DC.

PUB DATE- Nov 85
NOTE- 26p.; For related documents, see EC 220 525-535.
GRANT- G008430112
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Vocabularies/Classifications (134) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Behavioral Objectives; *Classification; *Developmental Disabilities; Education Work Relationship; Employment; High Schools; Independent Living; *Job Training; Normalization (Handicapped); *Student Educational Objectives; *Training Objectives; *Vocational Education

The purpose of Project COMPETE is to use previous research and exemplary practices to develop and validate a model and training sequence to assist retarded youth to make the transition from school to employment in the most competitive environment possible. This project working paper lists vocational goals and objectives that individuals with developmental disabilities should learn in the normalization process. Creation of the taxonomy began with establishing an instructional aim--independence--meaning that the individual will be able to go where other people go, do what they do there, and not seem to be different because of his or her behavior. Identified are goals and objectives related to obtaining work, to performing the work routine, to co-existing with others on the job, and to handling "glitches" such as changes in work routine and work schedules. In addition to the goals and objectives, desirable precursors are noted, the presence of which makes instruction easier even though there is no requirement that the skill be present prior to the time instruction begins. This list of vocational tasks, in combination with four other domains (personal maintenance and development, homemaking and community life, leisure, and travel), makes up an entire taxonomy of instructional objectives for developmentally disabled persons. (JDD)

ED 308 448 CG 021 790

*Kunkel, Mark A.; Plescia, Joanne*
Expectations about Counseling and Psychotherapy and Acculturation in Mexican-American Students.

PUB DATE- Apr 89
NOTE- 15p.; Paper presented at the Annual Meeting of the Southwestern Psychological Association (35th, Houston, TX, April 13-15, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Acculturation; *Client Characteristics (Human Services); *Counseling; Cross Cultural Studies; *Expectation; Foreign Countries; Higher Education; *Mexican Americans; *Psychotherapy; Students; Test Validity
IDENTIFIERS- Mexico

Knowledge about client expectations of counseling is important in its contribution to theory and practice, particularly for those ethnic and cultural populations presently underserved. The purpose of this study was to investigate the relationship among acculturation and expectations about counseling in a majority (non-Hispanic) and minority (Mexican-American) student population, and to compare United States student responses to those of a previous investigation among Mexican students in Yucata'n. The Expectations About Counseling-Brief Form (EAC-B) questionnaire and the Acculturation Rating Scale for Mexican Americans (ARMSA) were administered to 216 Mexican-American and 137 non-Hispanic U.S. students. Respondents' EAC-B responses were compared to those from 168 medical students and 95 psychology students who participated in previous investigations in Yucata'n, Mexico. Results suggest that the EAC-B and the ARSMA are viable instruments for the measurement and cross-societal comparison of expectations about counseling as they relate to acculturation. Significant differences were found among these samples in expressed expectations about counseling, with scores from Mexican-American students who reported higher acculturation being more similar to scores from the U.S. student group than to scores from the Mexican student group. (Author/ABL)

ED 308 493 CS 009 728

Secondary School Reading: A Position Statement from the International Reading Association.

International Reading Association, Newark, Del.
PUB DATE- 89
NOTE- 7p.
AVAILABLE FROM- Public Information Office, International Reading Association, 800 Barksdale Rd., P.O. Box 8139, Newark, DE 19714-8139 (single copies free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Educational Trends; *Inservice Teacher Education; Integrated Curriculum; Language Arts; *Literacy; Position Papers; *Preservice Teacher Education; *Reading Instruction; *Reading Research; Secondary Education; *Secondary School Curriculum
IDENTIFIERS- *International Reading Association

This position statement recommends changes for secondary school reading programs and suggests that reading instruction be taught throughout all years of schooling if students are to become successfully functioning citizens. The paper (1) explores the changing concept of reading; (2) addresses the integration of the language processes; (3) discusses reading as a complex task; (4) examines the increasing literacy demands of society; (5) emphasizes the importance of teacher preparation programs and staff development efforts; and (6) makes recommendations that will enable educational leaders to realize the importance of a continuing emphasis on the development of literacy in all subject areas. (RS)

ED 308 509 CS 211 897

*Soven, Margot*

Agendas for Writing in Philosophy: Conflicting or Complementary?

PUB DATE- 89
NOTE- 22p.

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Research/Technical (143)
DESCRIPTORS- Audience Awareness; Case Studies; College Seniors; Curriculum Design; Higher Education; Philosophy; Student Attitudes; *Student Centered Curriculum; *Writing Across the Curriculum; *Writing Instruction; Writing Research
IDENTIFIERS- Writing Tasks; *Writing to Learn

Recent research on how students perceive the function of writing assignments and the effects of different kinds of writing assignments on learning is inconclusive. Noting that this issue clouds writing across the curriculum programs, a study sought to determine how students perceive their involvement in assignments that require them to present an accurate interpretation of a text. Writing assignments in two philosophy classes were studied, one on business ethics (25 students) and the other a senior seminar on the history of philosophy (15 students). To determine the way writing assignments were perceived by students, half the class sessions for each course were observed, a survey was administered to all of the students in both classes, student interviews were conducted, and writing assignments were examined. Results indicated that (1) formal writing assignments are not necessarily less conducive to learning than informal assignments; (2) the writing task in and of itself can provide compelling motivation to learn; (3) how students view the teacher as audience is equally as important as assignment genre; and (4) there is a need to encourage more exploratory and persuasive discourse. The survey form is attached. (NH)

ED 308 585 EA 021 070

*Ray, Brian D.*
Setting the Context for State Regulation of Home-Schooling Parents.
PUB DATE- Mar 89
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Educational Legislation; *Educational Policy; Elementary Secondary Education; Government School Relationship; *Home Schooling; Parent School Relationship; School Law; *State Legislation

This document provides an overview of home schooling in the United States that sets the context for a discussion of state regulation of home-schooling parents. The focus is on the nature and variety of statutes and regulations regarding home-schooling. The use of parents as teachers is discussed. Several generalizations concerning major characteristics related to variables of home education, such as demographics, home-schooling practices, and reasons for home-schooling are presented. Each state is responsible for establishing its own statutes and regulations regarding home education. States use varied language to prescribe the nature of what occurs in the home school and to describe the qualifications of parents who wish to educate their children at home. The research indicates that the generalizations do not accurately depict the heterogeneity among home-schoolers in terms of such variables as level of structure in the home-school and reasons for home-schooling. (32 references) (SI)

ED 308 645 EC 220 508

Community Living 2000: A Time of Change, A Time of Challenge.
**Canadian Association for Community Living, Downsview (Ontario).**
PUB DATE- 87
NOTE- 17p.
AVAILABLE FROM- Canadian Association for Community Living, Kinsmen Building, 4700 Keele St., Downsview, Ontario M3J 1P3 Canada.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Programs; Deinstitutionalization (of Disabled); Foreign Countries; *Long Range Planning; *Mainstreaming; *Mental Retardation; *Normalization (Handicapped); *Objectives; Social Integration; Values
IDENTIFIERS- *Canada

The booklet describes the goal of the Canadian Association for Community Living that all Canadian citizens with mental retardation will, by the year 2000, be part of families and communities with a voice in decisions affecting their lives. The history of the association since the 1950's is briefly reviewed and remaining obstacles to the longterm goal identified. An agenda to be achieved by 1992 includes such goals as all children attending neighborhood schools, a decrease in the number of people in sheltered workshops due to increased employment in the competitive sector, and no further admissions to institutions. Examples are given of existing successful implementations of the various components of the Association's agenda. The last section explains what families and communities can do to further the goal of full integration. Finally, the addresses of provincial and territorial associations working on behalf of persons with mental handicaps are given. (DB)

ED 308 336 CE 052 719

*Cooper, Arnold C.; And Others*
Optimists and Pessimists: 2994 Entrepreneurs and Their Perceived Chances for Success. Paper No. 907.
**Purdue Univ., West Lafayette, IN. Krannert Graduate School of Management.**
SPONS. AGENCY- National Federation of Independent Business, San Mateo, CA. Research and Education Foundation.
PUB DATE- Sep 86
NOTE- 43p.; An earlier version of this paper was presented at the Babson Research Conference (Wellesley, MA, April 17, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Attitudes; *Entrepreneurship; Ownership; *Personality Traits; *Success
IDENTIFIERS- *Optimism

The following results are reported by this first stage of a longitudinal study of 2,994 new entrepreneurs' self-perceived odds for success and the relationship between entrepreneur background and those self-perceptions and between the nature of the new business and those self-perceptions: (1) women were considerably less optimistic about the probable success of their businesses than men; (2) there was some decline in optimism among both men and women as their ages increased; (3) entrepreneurs with less than a high school education were more optimistic than high school graduates, and those with some college or with bachelor's degrees were also more optimistic than high school graduates; (4) those who had started their firms were more optimistic than those who had inherited or purchased them; (5) those with franchised businesses were less optimistic; (6) those who disagreed with the statement "Making a comfortable living is enough success" were more optimistic; (7) those who thought their business was changing rapidly were more optimistic; (8) those who disagreed with the statement "In my business, operating controls and methods are in writing" were more optimistic. The label "optimist" or "pessimist" depended on the simple numerical difference between the entrepreneur's rating of his/her company's chances for success and the same entrepreneur's rating of the chances for success of other firms in the same industry. (A list of nine references is included.) (CML)

ED 308 393 CE 052 824

Labor Market Shortages. Report of the Secretary of Labor.
**Department of Labor, Washington, D.C.**
PUB DATE- Jan 89
NOTE- 28p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adults; *Agency Role; Demand Occupations; Employment Projections; *Labor Economics; *Labor Market; *Labor Needs; *Labor Supply; Labor Turnover; Policy Formation; *Public Policy

As a result of strong economic growth, limited growth of the working population, and a number of other socioeconomic factors, the United States presently has labor shortages in some locations for a variety of jobs. This booklet outlines various aspects of labor shortages and suggests ways that Department of Labor (DOL) activities might be used to alleviate them. The report is organized in four parts. Part I highlights the issue of labor shortages and sets forth some of the forces that are interacting to bring about the situation. Part II describes the kinds of adjustments that are required of workers and employers as labor shortages are encountered and outlines some potential dangers of precipitous policy reaction. Part III identifies the kinds of authorities and activities DOL can bring to bear on this issue and provides examples of the options for action open to the department. Part IV sets forth basic principles that DOL believes must serve as guidelines for public discussion of labor shortages. (KC)

ED 308 421 CG 021 741

*Counte, Michael A.; Glandon, Gerald L.*

A Panel Study of Life Stress, Social Support and the Health Services Utilization of Older Persons.

PUB DATE- Nov 88
NOTE- 28p.; Paper presented at the Annual Meeting of the Gerontological Society (41st, San Francisco, CA, November 18-22, 1988). Supported by the National Institute on Aging.
GRANT- R02-AG05634
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Facility Utilization Research; *Health Services; Longitudinal Studies; *Medical Services; Multivariate Analysis; *Older Adults; *Stress Variables; *Use Studies

Interest in the health care needs and medical care use patterns of older persons has steadily increased in recent years. The major goals of this study were to describe the variability of health services use by older persons and examine the extent to which specific factors moderate the relationship between life stress exposure and subsequent use of health services. Two groups of older persons (health maintenance organization members and fee-for-service clients) participating in a multi-year panel study comprised the sample. Time-ordered, multivariate analyses of links between life stress exposure, mediating variables, and subsequent use of health services indicate that the process may not be direct nor simple to explain. There were no indications that either social support or increasing age had any direct mediating effects on the time-ordered relationship between life stress exposure and the use of medical care services. However, the interaction of high life stress exposure and low social support was consistently linked to increased rates of health services use. Results are tabulated in five tables and references are included. (Author/TE).

ED 308 435 CG 021 757

# Culturally Sensitive Refugee Mental Health Training Programs.

**Minnesota Univ., Minneapolis. Refugees Assistance Program - Mental Health Technical Assistance Center.**
SPONS. AGENCY- National Inst. of Mental Health (DHHS), Rockville, MD.
PUB DATE- 15 Apr 87
NOTE- 90p.
CONTRACT- NIMH-278-85-0024-CH
AVAILABLE FROM- Refugee Assistance Program--Mental Health Technical Assistance Center, University of Minnesota, Box 85, Mayo, Minneapolis, MN 55455.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reference Materials - Directories/Catalogs (132) Reports - Research/Technical (143)
DESCRIPTORS- *Counselor Training; *Cross Cultural Training; Cultural Awareness; Intercultural Programs; Job Training; *Mental Health Programs; *Professional Training; Program Descriptions; Psychological Services; *Refugees; Surveys; Training Objectives
IDENTIFIERS- Refugee Assistance; *Refugee Mental Health

This report, based on a survey conducted during the summer and fall of 1986, identifies culturally sensitive training programs for professionals, paraprofessionals, and others who provide mental health services to refugees. An introductory section discusses the language, cultural, racial, experiential, and socioeconomic factors of refugee mental health and the problems of acculturation. After a description of the survey procedures, the two major categories of training programs are discussed: (1) agency-based programs and (2) university- or college-based programs. Agency-based programs are designed for employed or volunteer staff, and include both the "home grown" type, in which the provider agency designs and organizes its own training program, and the contracted type, in which agencies contract for training from a variety of resources, e.g., individual experts, specialized training institutes; continuing education programs; national associations; and governmental organizations. Within the agency-based category are also formal, comprehensive programs which engage the entire provider system and staff and the refugee communities in a single coordinated training effort; one example of such a program is briefly described. Next described is the university and college-based program category which emphasizes academic and professional or vocational development, including pre-service professional training and continuing education. Attached are the summary reports on selected refugee mental health training programs, a selected list of national and regional organizations, a brief concept paper on clinical training for refugee-specific primary care, and a selected bibliography on refugee mental health training. (TE)

ED 308 463 CS 009 613

*Schreiter, Bonnie; Ammon, Paul*

Teachers' Thinking and Their Use of Reading Contracts.

PUB DATE- 29 Mar 89
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Behavior Change; Case Studies; Classroom Research; Elementary Education; Elementary School Teachers; Grading; Inservice Teacher Education; Language Arts; *Models; *Performance Contracts; *Reading Instruction; *Teacher Behavior; Teaching Methods; *Teaching Styles

A study focused on teachers' developing knowledge about their work, particularly the thinking of eight elementary school teachers from a racially mixed San Francisco Bay Area school district about the use of literature contracts in the classroom. The study examined ways in which teachers' prior beliefs influence their use of a new teaching strategy (assimilation) and the ways teachers' use of the new strategy impacts their belief system (accommodation). In a series of interviews, two of the teachers discussed their initial use of literature contracts in reading instruction. A developmental stage model was designed to aid in describing the development of educators' thinking in terms of assimilations and accommodations and the way teachers' understandings of teaching evolve from relatively simple to more complex. (Interview questions are attached.) (RS)

ED 308 526 CS 211 941

*Brown, Karen F.*

Factors of Success for Newspapers in Intracity Competition.

PUB DATE- Aug 89
NOTE- 15p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (72nd, Washington, DC, August 10-13, 1989). Funded by the Florida Endowment Fund.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Business; Competition; Media Research; *Newspapers; *Performance Factors; *Success
IDENTIFIERS- *Intracity Competition

Focusing on variables controlled by the newspaper but with emphasis on basic priorities for success rather than specific changes within a department, a study examined intracity battles between newspapers in several cities. A saturation sample of 58 newspapers that competed in various cities with no joint operating agreement or joint ownership was drawn. A list of 20 probable factors of success (including success through people, acquiescence to the community, focus on company image, and manipulation of the familiar) was drawn based on items frequently mentioned in texts and by newspaper officials. A survey of primarily Likert-scale questions was mailed in January 1987 to five officials of each paper (publisher, editor, circulation manager, advertising manager, and marketing director). Respondents rated the items according to their importance for newspaper success. Findings indicated that respondents rated good reporting and writing as the most important factor for a successful newspaper, while the ethnic makeup of their staffs and the balance of sexes was regarded as not important to success. Findings also revealed a significant difference between leading and trailing papers in some items and a preference for qualified people instead of product manipulation as a path for business success. (Three tables of data are attached.) (MM)

ED 308 556　　　　　　　　　　CS 506 685

*Freshley, Dwight L.; Haywood, Arden*
President Reagan and Radio: A Comparison of the First and Second Terms.
PUB DATE- 8 Apr 89
NOTE- 20p.; Paper presented at the Annual Meeting of the Southern Speech Communication Association (Louisville, KY, April 6-8, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Communication Skills; Comparative Analysis; Discourse Analysis; Media Research; News Media; *Persuasive Discourse; *Politics; Presidents of the United States; Public Speaking; *Radio; Readability Formulas; Television
IDENTIFIERS- *Reagan (Ronald); Roosevelt (Franklin D)

To shed light on why President Ronald Reagan chose radio as his favorite medium, a study examined President Reagan's radio addresses in the first year of his second term, 1985, and compared them with his first term speeches of August 1982 to August 1983. The study also compared President Franklin D. Roosevelt's fireside chats with Reagan's radio talks and conducted Flesch Readability Tests on three Reagan speeches to see how easy they were to understand. Findings showed that (1) in comparison with the earlier speeches a repeated pattern of domestic economy and foreign policy issues dominated the year's sample in both terms with a slight reversal in 1985 of foreign policy over domestic economy because of the Geneva Summit and other foreign trips; (2) in the second analysis, which involved television evening news coverage, the same topic reversal obtained, with two out of three networks choosing foreign policy topics over the domestic economy; (3) the third comparison of the "New York Times" coverage also showed a reduction in coverage of the President's speeches in 1985 by comparison with 1982 and 1983, with the average length and number of front page stories remaining about the same; and (4) the Flesch's Readability Test confirmed that an epideictic topic like Mother's Day would be easier for the public to understand than topics on the economy or foreign policy which were "fairly difficult" to grasp, but, surprisingly, "The Great Communicator" was not considered easy to understand. (Three tables of data and 15 notes are included.) (MS)

ED 308 571　　　　　　　　　　　　EA 020 951

*Maddaus, John*
Parental Choice and Quality Education.
PUB DATE- Apr 88
NOTE- 19p.; Paper presented at the Annual Meeting of the New England Educational Research Organization (Rockport, ME, April 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Economically Disadvantaged; *Educational Quality; Elementary Secondary Education; *Free Choice Transfer Programs; Parent Aspiration; *Parent Participation; *School Choice; Urban Schools
IDENTIFIERS- *New York (Syracuse)

The decisions parents make regarding their children's education are not based solely on the academic quality of the school. Therefore, initiating a parental-choice educational program will not necessarily improve the overall level of education that American children are currently receiving. An area of concern is children who are economically disadvantaged: children who attend schools in lower income, innercity areas. These children will be affected the most by a parental choice program, though whether the effects would be adverse or beneficial is unclear at this point. A total of 39 lower, lower/middle, and upper/middle class white families were interviewed in 1984, and again in 1985. Special areas of study were (1) differences in enrollment patterns among neighborhoods; (2) similarities/differences in parental perceptions of academic quality among schools; (3) other parental criteria in school enrollment decisions; and (4) factors influencing enrollment outcomes. The school environment, both internal and external, plays a vital role in enrollment decisions, as do education-related costs, parents' childhood educational experiences, and community support. (28 references) (KM)

ED 308 601 EA 021 099

*Ferris, Linda Weller*

What Teachers Tell Us about Administrators and Administration as Sources of Professional Enthusiasm and Discouragement: A Cross-Cultural Comparison of Five Countries.

PUB DATE- Mar 89

NOTE- 53p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- *Cross Cultural Studies; Cultural Context; Cultural Differences; Elementary Secondary Education; *Foreign Countries; Inservice Teacher Education; *Instructional Leadership; *Interprofessional Relationship; Staff Development; *Teacher Administrator Relationship

This paper examines the similarities and differences among five countries (West Germany, United Kingdom, United States, Japan, and Singapore) concerning teachers' perceptions of administrators and of administrative tasks or policies as sources of both enthusiasm and discouragement in their work. The study also summarizes the explanations offered by teachers in five countries on how and why these issues act as stimuli for their professional enthusiasm and discouragement. The beliefs, values, and meanings that teachers ascribe to their relationships with administrators across the five countries are summarized and discussed in relation to efforts aimed at improving administrator/teacher relations, inservice teacher education, policy decisions, staff development, and organization development activities within school or district settings. Examination of the results indicates cross-cultural similarities and differences with regard to both the definition and configuration of behaviors by administrators that create enthusiasm and discouragement; particularly support or lack of support and leadership qualities of the administrator were noted to have the greatest impact. (91 reference) (Author/SI)

ED 308 616 EA 021 116

*Elmaleh, Haim*
Reasons for Termination of Principals.
PUB DATE- Apr 89
NOTE- 20p.; For related documents, see EA 021 114-117.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrative Change; *Competence; *Dismissal (Personnel); Elementary Secondary Education; Employment Opportunities; *Employment Patterns; Occupational Mobility; *Principals; *Private Schools
IDENTIFIERS- *Jewish Day Schools

In order to identify and analyze the reasons for termination among Jewish day school principals in the United States during the period 1980-85, two self-designed questionnaires were distributed, one for school principals and the other for board presidents. A total of 233 principals and 114 board presidents responded to the questionnaires. A Statistical Analysis System was used on the survey data with the following procedures: frequency, anova, and Linear Regression. The views of the principals and board presidents concerning the four most important reasons for termination were found to be similar. The reasons are relations with the board, career and advancement, competency, and financial reasons. Three tables and nine references are appended. (Author/KM)

ED 308 632 EA 021 137

*Kolls, Mardel R.*
Shaping Tommorrow's Schools by Managing Information Today.
PUB DATE- Mar 89
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Database Management Systems; *Data Collection; Decision Making; *Educational Planning; Elementary Secondary Education; *Management Information Systems; *School Effectiveness
IDENTIFIERS- *Long Beach Unified School District CA

To meet growing demands for collecting and using quality information for decision-making, many U.S. school districts are developing database systems that increase their responsiveness to schools and communities. This paper describes how Long Beach Unified School District (California) designed and implemented a Database Management Information System (DBMIS) to improve information collection and use for districtwide planning. The major function of the DBMIS is to collect, accumulate, summarize, analyze, and report information on an annual basis, using 1986-87 as the baseline year from which longitudinal trends will be measured. Student achievement scores and the results of current, specialized Research Office studies will be integrated in the system to form a comprehensive data bank. Survey methodology will be used to identify areas for further study. Initially, the Research Office formed a steering committee to identify major planning issues to form the foundation of the management information system. Directed by a professional facilitator, the superintendent and committee identified issues categorized into eight major goal areas. Using these goals as a framework, the Research Office developed a bank of items to aid construction of district surveys. Ten items were then selected to address planning issues such as year-round schooling, job satisfaction, involvement in decision-making, facilities upkeep, and personnel issues. A second bank of 345 survey items was developed to assess school effectiveness variables influencing student achievement. In fall 1986 each school developed customized surveys for staff, students, and parents designed to meet that school's information and program needs. Survey methodology and findings are briefly summarized. Four figures and 11 tables are included. (MLH)

ED 308 673 EC 220 546

A Guide to Selected National Genetic Voluntary Organizations.
**National Center for Education in Maternal and Child Health, Washington, DC.**
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Office for Maternal and Child Health Services.
PUB DATE- Jan 89
NOTE- 192p.
GRANT- MCJ-117006-01-0
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132) Books (010)
DESCRIPTORS- *Congenital Impairments; *Disabilities; *Genetics; Information Sources; *Organizations (Groups); Philanthropic Foundations; *Social Support Groups; *Voluntary Agencies

The directory lists mutual support groups concerned with the medical and psychosocial impacts of genetic disorders and birth defects on affected individuals and families. Each organization included is dedicated to the ongoing emotional, practical, and financial needs of these populations. Entries are categorized by disorder, including: general, auditory, cancer, cardiovascular, chromosomal, connective tissue, craniofacial, developmental, gastrointestinal, hematologic, immunologic, kidney, mental, metabolic, muskoskeletal, neurologic, neuromuscular, short stature, skin, and visual disorders. Listings are also indexed by subject and organization name. Information provided in the organization listings includes the names of the executive director and a contact person, the chapters or satellites, if any, the purpose, publications, available audiovisuals, and newsletter title and/or frequency. (MSE)

ED 308 350 CE 052 747

Transitional Support Services Program. Annual Report 1986-87.
Somerset Community Coll, KY.
SPONS. AGENCY- Kentucky State Dept. of Education, Frankfort. Office of Vocational Education.
PUB DATE- 30 Jun 87
NOTE- 33p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; *Career Development; *Displaced Homemakers; Divorce; Economically Disadvantaged; Education Work Relationship; *Employment Potential; *Federal Aid; Federal Legislation; Individual Development; *Job Skills; *One Parent Family; Underemployment; Unemployment; Womens Education

During the 1986-87 program year, the Transitional Support Services Program, a cooperatively funded project between the Job Training Partnership Act and the Carl D. Perkins Vocational Education Act, continued its services as a career development program for single parents/homemakers in Kentucky who are unemployed or underemployed. The program consisted of a 60-hour orientation to the world of work emphasizing employability skills, personal development, and career development. Personal counseling, short-term training programs, work internships, and scholarships were available to help serve individual participant needs. Upon completion of the orientation program, the participants were assisted with a job search or enrollment into General Educational Development training, vocational school, college, or other training programs. Specific recommendations for 1986-87 included active recruitment of males and minorities, allocation of additional funds for child care and travel, organization of support groups, and placing of greater emphasis on parenting skills, spouse abuse, personal money management, basic literacy, and nontraditional careers for women. (Supplemental materials comprising nearly 90% of the document are appended, including publicity items and sample forms used in the project.) (YLB)

ED 308 365 CE 052 785

National Forums '89. Citizens, Leaders Look at Our Democracy. A Report on the Conference (Washington, D.C., April 16-19, 1989).
**National Issues Forums, Dayton, OH.**
PUB DATE- 89
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - Proceedings (021)
DESCRIPTORS- Adult Education; *Citizen Participation; *Citizen Role; *Discussion Groups; *Group Discussion; *Policy Formation; Political Attitudes; *Public Opinion; Public Policy

This publication presents reports from National Forums '89, the culminating event of the National Issues Forums (NIF) 1988-89 cycle. A brief overview of this event is followed by a summary of the session entitled Executive Branch Conference: Reports from the Forums, in which policymakers were briefed on the outcomes of each of the 1988-89 issues. The three topics are (1) coping with AIDS, (2) health care for the elderly, and (3) the public debt. A report follows of the National Forums' first National Town Meeting, a national political discussion in the form of an old-fashioned town meeting at which key congressional members and national opinion leaders joined NIF participants. Discussion centered on the condition of the democracy and the roles of elected representatives and citizens in the democratic process. The next report summarizes the choices made by Forum participants as they discussed the issues and listened to one another's views. Other contents of the publication include a report on participants' stories on how the Forums worked in their communities, a list of recipients of awards for distinction in special programming, a report comparing news media and NIF approaches, an announcement of 1989-90 issues, a report on a session on how to involve local policymakers in NIF activities, and a report on a panel discussion on possible collaboration between individual Forums and the National Archives and Records Administration. (YLB)

ED 308 379 CE 052 803

*Grubb, W. Norton; And Others*
Innovation versus Turf: Coordination between Vocational Education and Job Training Partnership Act Programs.
**National Center for Research in Vocational Education, Berkeley, CA.**
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Apr 89
NOTE- 136p.
GRANT- V051A80004-88A
AVAILABLE FROM- Materials Distribution Service, National Center for Research in Vocational Education, Western Illinois University, 46 Horrabin Hall, Macomb, IL 61455.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Agency Cooperation; Articulation (Education); Compliance (Legal); Cooperative Programs; Employment Programs; Federal Legislation; *Federal Programs; *Institutional Cooperation; *Job Training; Postsecondary Education; Secondary Education; *Vocational Education
IDENTIFIERS- California; *Carl D Perkins Vocational Education Act 1984; Iowa; *Job Training Partnership Act 1982; Kentucky; Michigan; Montana
Job Training Partnership Act (JTPA) programs and vocational education programs in seven states (California, Iowa, Kentucky, Michigan, Montana, North Carolina, and Wisconsin) were studied to find out to what degree the programs were cooperating and how much they were duplicating each other's services. The researchers found little evidence of duplication of efforts between the two programs in the seven states they visited. The differences between vocational programs and JTPA--in the populations they serve, the kinds of services they offer, and their approach to vocational preparation, make duplication unlikely. The researchers also found that states comply with the coordination requirements in the Carl D. Perkins Vocational Education Act and JTPA. State and local officials said that the 8-percent set-aside funds provided for the in JTPA legislation have stimulated greater coordination by funding joint activities and innovations that could not exist without these funds. At the local level, a variety of innovative approaches were found. Several of the models--particularly the practice of contracting for JTPA services with postsecondary institutions and the efforts to allocate certain functions systematically to specific institutions--suggest efforts to determine a rational division of labor among the various institutions. Suggestions for increasing cooperation include clarifying the intent of the 8-percent funds and increasing concern for outcomes of education in both JTPA and vocational education. (KC)

ED 308 408 CE 052 848

Who Will Do the Work? A Business Guide for Preparing Tomorrow's Workforce. Corporate Action Package.

**National Alliance of Business, Inc., Washington, D.C.**

REPORT NO.- ISBN-0-88713-814-4
PUB DATE- 89
NOTE- 30p.
AVAILABLE FROM- National Alliance of Business, 1201 New York Avenue, NW, Washington, DC 20005 ($12.00 members; $14.00 nonmembers).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Cooperative Programs; *Corporate Support; *Education Work Relationship; Employment Opportunities; Employment Potential; High Risk Students; *Job Placement; Potential Dropouts; *School Business Relationship; Secondary Education; *Student Employment

This publication provides business with a detailed guide for becoming involved in one important option for business/education partnerships: school-to-work transition programs, or Jobs Collaboratives. A rationale is offered for business to join a collaborative effort as a first step to understanding schools and as a basis for more systemic change. The successful elements of a model Jobs Collaborative program are detailed, including the steps needed to develop and sustain the process. Specific profiles of successful Jobs Collaborative programs currently operating in Boston, Louisville, and Portland (Oregon) are highlighted. The publication also identifies key planning issues that must be addressed in designing this partnership effort. Finally, individual and shared roles and responsibilities of business, education, and the intermediary organization are each described and carefully delineated in a graphic model. A 13-item reference/resource list is attached. (YLB)

ED 308 478 CS 009 702

*Dzama, Mary Ann*

The Reading To Learn Project: Learning Strategies in the Content Areas (6th Grade and Beyond).

PUB DATE- Apr 89
NOTE- 100p.; Proposal for a paper presented at the Annual Meeting of the Association for Childhood Education International (Indianapolis, IN, April 6-9, 1989). Some appended pages have faint print.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Content Area Reading; Demonstration Programs; Grade 6; *Inservice Teacher Education; Institutes (Training Programs); Intermediate Grades; Metacognition; Middle Schools; Reading Instruction; *Reading Strategies; Secondary Education; *Teacher Workshops; Teaching Methods
IDENTIFIERS- *Reading to Learn Model; Virginia

The Virginia Reading to Learn Project is a state-wide project designed to help content area teachers at the middle school and secondary school levels teach their students how to comprehend their content area textbooks. Teachers learn instructional strategies and techniques within the framework of the total reading process incorporating reading, writing, and oral communication skills. In turn, the teachers show their students how to apply these strategies and techniques in order to monitor their reading and learning. The project consists of three components: (1) a pre-institute session held one afternoon in May which focuses on course requirements and an overview of the structure of the summer institute; (2) an 8-day summer institute; and (3) a one-hour follow-up course in the fall. (Extensive appendixes--90% of the document--include the program for the summer institute, a collection of favorite lesson plans developed by the participants, and additional resources.) (RS)

ED 308 542                    CS 211 971

*Stewig, John Warren, Ed.; Sebesta, Sam Leaton, Ed.*
Using Literature in the Elementary Classroom. Revised and Enlarged Edition.
**National Council of Teachers of English, Urbana, Ill.**
REPORT NO.- ISBN-0-8141-5618-5
PUB DATE- 89
NOTE- 144p.
AVAILABLE FROM- National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 56185-3020; $6.75 member, $8.95 nonmember).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - Bibliographies (131)
DESCRIPTORS- *Childrens Literature; Creative Dramatics; Elementary Education; Illustrations; *Language Arts; Picture Books; Reading Instruction; Reading Writing Relationship; Teaching Methods
IDENTIFIERS- Trade Books; Whole Language Approach

This collection of seven essays focuses on the wealth of language learning possibilities that open up when teachers surround children with attractive and well-written books and know how to use them in imaginative ways. It reflects the current movement in elementary education toward child-centered teaching and integrating the language arts. Essays consist of: (1) "Reading to Learn about the Nature of Language" (A. Barbara Pilon); (2) "Using Picture Books for Reading Vocabulary Development" (Alden J. Moe); (3) "The Tradebook as an Instructional Tool: Strategies in Approaching Literature" (Helen Felsenthal); (4) "Book Illustration: Key to Visual and Oral Literacy" (John Warren Stewig); (5) "Reading Leads to Writing" (Richard G. Kolczynski); (6) "Creative Drama and Story Comprehension" (Mary Jett-Simpson); and (7) "Literature across the Curriculum" (Sam Leaton Sebesta). (MM)

ED 308 586 EA 021 074

*Heine, David A.*
Teaching/Learning in a Social Community: A Taxonomy of Social Interactions among Elementary Teachers.
PUB DATE- Mar 89
NOTE- 29p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Cooperative Planning; Elementary Education; *Elementary School Teachers; *Interpersonal Relationship; *Social Behavior; Social Environment
IDENTIFIERS- *School Culture
School faculties are complex social communities consisting of countless social interactions that weave the larger web of social relationships. Collective observations of 16 teachers and the author, in an Indiana elementary school over 1 year, identified

several distinct forms of social encounters: affirmations are interactions that, while serving to develop and maintain social relationships, can be used to avoid deeper social commitments; onlooking behavior allows the onlooker to interact from a distance with little of the risk associated with more direct participation; tutelar social encounters place one participant as an expert and others as learners; directive situations create a hierarchy, distribute political power among those involved, and deny participants a role in knowledge creation; involvement in parallel tasks allows freedom to pursue individual interests while retaining the capability of interacting with others; individual social thoughts are responses to the larger, yet not physically present, social community; cooperative social behavior enables a task to be assumed and completed that otherwise (alone) would have been difficult; collaborative interactions reconstruct participants' perceptions to include those insights generated as a group. As educators come to understand and value learning as a social process, the potential for reconceptualization of self-perceptions as teachers and the act of learning is being realized. (KM)

ED 308 646 EC 220 509

*Crossley, Rosemary*
Unexpected Communication Attainments by Persons Diagnosed as Autistic and Intellectually Impaired.
**DEAL Communication Centre, Caulfield (Australia).**

PUB DATE- Oct 88
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Autism; Clinical Diagnosis; *Communication Aids (for Disabled); *Communication Skills; Computer Assisted Testing; Foreign Countries; Generalization; Individualized Instruction; *Mental Retardation; Neurological Impairments; *Spelling; *Training Methods; Transfer of Training
IDENTIFIERS- Canada

The paper describes the effects of a communication training program provided at the DEAL Communicaton Center Victoria, Australia, to 34 clients with diagnoses of autism or intellectual impairment with autistic tendencies. Client ages ranged from preschool to adult with 24 aged between 6 and 18 years. The treatment module consists of three 2-hour sessions with most clients receiving more than one module. Assessment utilized a highly motivating voice-output computer. Training involved physical hands-on guidance by the trainer with the ultimate goal of fully independent communication using any appropriate strategy (speech, sign, communication displays, or spelling.) Nine of the group attained fluent independent communication by spelling with an additional 14 communicating well with facilitation. Some spelling clients use voice output communication aids and most use mini-typewriters or small alphabet boards. Manual signing and finger spelling is used by only one client. The most time consuming aspect of the training was generalization to other communication partners and locations. Results have implications for the diagnosis and prognosis of persons who are mistakenly identified as autistic but have neurological damage which interferes with free expression. (DB)

ED 308 687 EC 220 563

*McEvoy, Christopher; And Others*
The Use of Massage Therapy in the Treatment of Self-Injurious Behavior.
**Wayne County Intermediate School District, Detroit, Mich.**
PUB DATE- 87
NOTE- 73p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Autism; *Behavior Change; Case Studies; *Self Destructive Behavior; Self Mutilation; *Severe Mental Retardation; *Sleep; *Therapy
IDENTIFIERS- *Massage Therapy

The report documents the theoretical basis and application of massage therapy, with six students who exhibited self-injurious behaviors (SIB), in two studies. The first study investigated the relationship between physical and/or emotional stress and self-abusive behavior in five severely mentally impaired students. Subjects received two to three 45-minute massage treatments per week. The program appeared to benefit three of the five subjects, who showed both quantitative and qualitative behavior improvements. The two remaining subjects had severe autistic characteristics which made the physical contact of massage therapy difficult. The second study describes a 15-year-old male with severe insomnia as well as very frequent self-injurious behavior. Massage therapy (three or four sessions per week) was added to his behavioral education program. The subject began to sleep 9 to 12 hours per night immediately with the introduction of massage therapy. A substantially decreased incidence of SIB was also observed. (DB)

ED 308 294 CE 052 649

International Literacy Year (ILY). Unesco Adult Education Information Notes. Special Number--No. 4.

**United Nations Educational, Scientific, and Cultural Organization, Paris (France). Div. of Primary Educ., Literacy & Adult Educ., Educ. in Rural Areas**

PUB DATE- 88
NOTE- 9p.
AVAILABLE FROM- Adult Education Section, Division of Primary Education, Literacy and Adult Education and Education in Rural Areas, Unesco, 7, place de Fontenoy, 75700 Paris, France (free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Adult Basic Education; *Adult Literacy; Developing Nations; *Illiteracy; *International Cooperation; International Educational Exchange; *Literacy Education; *Publicity; Public Relations; World Problems
IDENTIFIERS- *International Literacy Year; *United Nations

This issue contains several articles dealing with the International Literacy Year (ILY) proclaimed the United Nations (UN) for the year 1990. The first article, "1990, Proclaimed International Literacy Year by the United Nations," discusses the purpose of the observance of the ILY, namely the contribution to greater understanding by world public opinion of the various aspects of the problem of illiteracy and intensified efforts to spread literacy. It also highlights the achievements that are expected and the types of activities that should be carried out. "Illiteracy around the World: Situation and Trends" focuses on illiteracy statistics. Objectives listed in "Objectives for International Literacy Year" include increasing government action to eliminate illiteracy; increasing public awareness of the scope of the problem; increasing popular participation; increasing cooperation among the member states and within the UN system; and using the ILY to launch the plan of action to eradicate illiteracy by the year 2000. This article also discusses techniques that have been already undertaken or planned to promote the ILY. The issue concludes with an announcement of 1988 International Literacy Prizes. (YLB)

ED 308 308 CE 052 676

*Berglind, Hans*
Training of Older Workers in Sweden. Training Discussion Paper No. 38.
**International Labour Office, Geneva (Switzerland).**
REPORT NO.- ISBN-92-2-107075-1
PUB DATE- Jun 89
NOTE- 27p.; Edited by the Training Policies Branch.
AVAILABLE FROM- ILO Publications, International Labour Office, CH-1211, Geneva 22, Switzerland.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Adult Education; *Employment; Foreign Countries; *Job Training; Labor Force Nonparticipants; Labor Market; *Older Adults;

*Participation; Preretirement Education; Retirement; Retirement Benefits; Unemployment
IDENTIFIERS- *Older Workers; *Sweden

About 28 percent of the population of Sweden is aged 55 or over. This figure will grow to about 37 percent in the year 2025. Sweden leads the industrialized countries in terms of employment of older workers, with about 65 percent of persons aged 55-64 employed. This is a result of the current general high employment rate in Sweden; however, older workers in Sweden, as in all Western countries, are especially prone to becoming long-term unemployed. Training policies in Sweden are not especially targeted at older workers. Older workers take up only 1 percent of the training offers open to all age groups, because older job seekers are often registered as looking for training simply in order to get their unemployment insurance benefits until they reach the legal age of retirement. Because there is hardly any specially targeted training activity, older people take part in various education courses offered in adult education. The participation rate of the 45-64 age group was 20 percent in 1982; 13 percent of the 65-74 age group participated. The reasons for the relatively low participation rate are that the study grants did not, as a rule, go to people above age 45, and that many beyond that age were afraid of using their right to take study leave from work. Preparing for retirement is the only specially targeted training activity. The Swedish Government has established a special group within the social ministry that is to stimulate discussion about the situation of older people in today's society. (17 references) (KC)

ED 308 322 CE 052 701

*Wegmann, Robert; And Others*
Work in the New Economy. Careers and Job Seeking into the 21st Century. Revised Edition.
**American Association for Counseling and Development, Alexandria, VA.; JIST Works, Inc., Indianapolis, IN.**
REPORT NO.- ISBN-0-942784-19-7
PUB DATE- 89
NOTE- 306p.; First edition published in 1985 under the title "Looking for Work in the New Economy."
AVAILABLE FROM- JIST Works, Inc., 720 Park Avenue, Indianapolis, IN 46202 ($14.95 plus $1.50 shipping).

LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Career Choice; *Career Development; Career Planning; Dislocated Workers; *Employment Interviews; Employment Opportunities; Employment Practices; Employment Programs; *Employment Projections; *Employment Services; *Futures (of Society); Job Applicants; Job Application; Job Placement; *Job Search Methods; Resumes (Personal); Unemployment

This book reviews the present job market and projects the changes in the economy and work lives through the year 2000. It examines the difficulties in finding a job in a constantly changing market and stresses the necessity of learning job-search skills for all adults. The book is organized in 12 chapters grouped in three parts. Part 1 describes the new labor market and expected changes in the economy and work force through the year 2000. Part 2 concentrates on job-search skills, covering information such as how people actually find jobs, deciding on a job objective, getting interviews from people one knows, approaching employers directly, using labor market intermediaries, and learning effective interview strategies. The final part provides information on setting up job search training programs and provides examples of a job search program operated through a state employment service. The book concludes with a 15-page bibliography of over 300 references. (KC)

ED 308 394 CE 052 827

Hearing on the Reauthorization of the Older American Volunteer Programs. Hearing before the Subcommittee on Human Resources of the Committee on Education and Labor, House of Representatives, One Hundred First Congress, First Session.

**Congress of the U.S., Washington, D.C. House Committee on Education and Labor.**

PUB DATE- 24 Feb 89

NOTE- 156p.; Serial No. 101-4.

AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washingotn, DC 20402.

LANGUAGE- English

EDRS Price - MF01/PC07 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)
Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *Federal Legislation; *Federal Programs; Hearings; Needs; *Older Adults; *Program Effectiveness; Public Service; *Voluntary Agencies; *Volunteers

IDENTIFIERS- Congress 101st; *Older American Volunteer Programs; Reauthorization Legislation

This document is a transcript of oral and written testimony given by persons testifying about the Older American Volunteer Programs as reauthorization legislation is being considered. Oral or written testimony was presented by: the director of the voluntary agency, ACTION; the president of the National Association of Foster Grandparents; the president of the National Association of Senior Companion Directors; and the president of the National Association of Retired Senior Volunteer Program (RSVP) Directors, as well as by volunteers from these organizations. Testimony stressed that Older American Volunteer Programs promote, protect, defend, and enhance the human dignity of the elderly by offering them the opportunity to contribute in a meaningful way to their communities. More than 400,000 older persons took advantage of that opportunity in 1988. Statements at the hearing noted the many accomplishments of senior volunteers, from working with children, to helping combat drug abuse, to serving meals to senior citizens. The legislation was recommended for renewal with some changes, such as increased stipends for volunteers. (KC)

ED 308 422 CG 021 743

*Millstein, Susan G.*

Behavioral Risk Factors for AIDS among Adolescents.
PUB DATE- 27 Apr 89
NOTE- 19p.; Paper presented at the Annual Meeting of the Society for Research in Child Development (Kansas City, MO, April, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; *Adolescents; *Drug Use; *High Risk Persons; *Risk; *Sexuality

This document examines the incidence of Acquired Immune Deficiency Syndrome (AIDS) among adolescents in the United States and identifies several risk factors for AIDS among this population. It classifies adolescents' risk for contracting human immunodeficiency virus (HIV) infection by the degree to which adolescents engage in behaviors that are the primary modes of transmission for the AIDS virus. Adolescents who are not sexually active, not using intravenous drugs, and not receiving contaminated blood products are identified as having the lowest risk for HIV infection. Adolescents considered to be in the highest risk groups are homosexuals, intravenous drug users, homeless and runaway adolescents, minority youth, and youth living in inner cities. Each of these high-risk populations is discussed separately. The risk involved with condom use, alcohol use, and non-monogamous sexual relations are all considered. Other sexually transmitted diseases are discussed as providing a parallel to AIDS transmission and data on these diseases are used to project changes in adolescents' risk status for AIDS in the coming decade. Three tables of adolescent AIDS cases, the racial-ethnic distribution of AIDS cases among adolescents, and the racial-ethnic differences in transmission routes are included. Thirty-four references are cited. (NB)

ED 308 449 CG 021 791

*Kunkel, Mark A.; And Others*

Expectations about Counseling and Psychotherapy and Life Experiences in Elderly Persons.

PUB DATE- Apr 89
NOTE- 14p.; Paper presented at the Annual Meeting of the Southwestern Psychological Association (35th, Houston, TX, April 13-15, 1989).
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Age Differences; Client Characteristics (Human Services); Comparative Analysis; *Counseling Services; *Expectation; Higher Education; *Older Adults; *Psychotherapy; Student Attitudes

Although expectations about counseling and psychotherapy have much potential influence on the tendency of elderly persons to seek counseling and on their response to the counseling encounter, there is little research available to assist those providing psychological services to this population. Expectations about counseling among the elderly were examined through individual and group interviews and through administration of the Expectations About Counseling-Brief Form (EAC-B) questionnaire, with appended demographic items, to persons aged 60 and over. Subjects' responses were compared to responses from a normative group of younger persons. Completed questionnaires from 82 older and 136 younger subjects were analyzed for age influences through a multivariate analysis of variance with each subject's EAC-B scale scores as the dependent variables. Significant differences were found on two EAC-B scales, with elderly subjects expressing significantly higher expectation for counselor Empathy than did younger subjects and significantly lower expectations for counselor Self-Disclosure. No other EAC-B scale score differences approached significance. EAC-B responses were interpreted in light of individual and group interviews with elderly persons. A consistent theme across groups was an abiding sense of suspicion and guardedness about psychology. Some areas of negative or unrealistic expectations about counseling among the elderly may explain their reluctance to seek such services, and suggest public education programs to modify these expectations. (Author/NB)

ED 308 494 CS 009 729

*Chisom, Yvette L.*

Increasing Literature Appreciation and Recreational Reading Behavior of Intermediate Grade Students.

PUB DATE- 89
NOTE- 76p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Reports - Research/Technical (143)
DESCRIPTORS- Intermediate Grades; *Literature Appreciation; *Parent Student Relationship; Reading Attitudes; Reading Habits; Reading Research; *Recreational Reading; Teacher Participation; Time on Task; Urban Schools
IDENTIFIERS- *Reading Motivation

A study examined the effectiveness of a program designed to increase literature appreciation and recreational reading of intermediate grade students. Subjects, 460 students an all-black midwestern city, recorded the amount of time spent reading at home, were observed by their teachers during reading periods to evaluate on-task behavior, were required to read in three additional literary genres, and were encouraged to increase their recreational reading to 100 minutes per week. Results indicated that: (1) 74% of the students engaged in at least 15 minutes of reading at home per day; (2) 86% of the assignments given during reading periods were completed; (3) 84% of the students read in at least three additional genres; and (4) 90% of the students developed voluntary reading behavior and increased the number of minutes read per week to 100. (Five tables of data are included; 29 references, the survey instruments, and sample reading logs are appended.) (RS)

ED 308 510 CS 211 908

*Flocke, Elizabeth Lynne*
"False" Ideas and the First Amendment: Judicial Interpretation of the Constitutional Protection for Opinion in Libel Cases.
PUB DATE- Aug 89
NOTE- 53p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (72nd, Washington, DC, August 10-13, 1989).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Constitutional Law; Content Analysis; *Court Doctrine;

*Court Litigation; *Federal Courts; Journalism; *Legal Problems; *Opinions
IDENTIFIERS- *First Amendment; *Libel; Supreme Court

To examine the status of opinion as protected speech, a study sought answers to three questions: (1) Is opinion protected under the constitution? (2) If protection exists for opinion, has it usurped the common law fair comment defense in libel litigation? and (3) How do the courts define opinion in the context of libel? Answers were sought in Supreme Court and lower court cases dealing directly or indirectly with opinion. Findings indicated an overwhelming belief by courts at all levels that opinion is protected under the constitution; showed the predominance of the use of the opinion rationale over fair comment; and revealed seven approaches used by judges to determine whether allegedly libelous statements are fact or opinion, the most common being the "Restatement" rationale, in which opinion is protected unless undisclosed libelous facts are implied or present. The study recommends that journalists consider two major factors in establishing guidelines for everyday use: the context of the publication or broadcast; and the nature of the words in the allegedly libelous statement. (Eight tables of data and 160 footnotes are included.) (SR)

ED 308 617 EA 021 117

*Elmaleh, Haim*
Effect of Termination on Schools and Recommendation for Retention of Principals.
PUB DATE- Jun 89
NOTE- 27p.; For related documents, see EA 021 114-116.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Administrative Change; *Dismissal (Personnel); Elementary Secondary Education; *Employment Patterns; Labor Turnover; Occupational Mobility; *Principals; *Private Schools
IDENTIFIERS- *Jewish Day Schools

A study of the effect of a principal's termination on the school was derived from the results of the research of Causal Factors of Termination among Jewish day school principals in the United States during the period 1980-85. The instruments used in the survey were two self-designed questionnaires, one for school principals and the other for board presidents. The population consisted entirely of the principals and board presidents of 328 Jewish Day Schools. Seventy percent of the participants responded to the questionnaire. A statistical analysis system was used on the survey data, cross-tabulation, and anova. Twelve variables were found to be related and affected the schools negatively. Short periods of tenure and rapid changes in the principal's position tended to reduce the effectiveness of the office and delayed the development of desirable outcomes for the school. Implementation of strategies for increasing retention is the responsibility of both the school board and the principal. (8 references) (Author/KM)

ED 308 557 CS 506 696

*Palen, John*
"Just the Facts/Values, Ma'am": An Inquiry into the Desirability of Fact/Value Separation in Science and Technology Controversy.
PUB DATE- 10 Aug 89
NOTE- 36p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (72nd, Washington, DC, August 10-13, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Critical Thinking; Higher Education; Journalism Education; News Reporting; News Writing; *Scientific and Technical Information; Scientific Research; *Values
IDENTIFIERS- Critical Theory; *Journalistic Objectivity

While fact/value separation has wide support as a strategy for resolving science and technology controversies, both the possibility and desirability of separating facts from values have been challenged by recent work in science and technology studies. As debate has refined the issue, it is generally accepted that many aspects of scientific work are value-laden, that scientists after all are human, and their values, preferences and biases influence their work in numerous ways, thus rendering the thesis of fact/value separation untenable. The untenability of fact/value separation has implications for journalists and journalism educators: journalists should be wary, and students should be taught to be wary, of calls for fact/value separation that "sub rosa" limit the range of issues considered. (NH)

# DOCUMENT RESUME

ED 308 688 EC 220 564

*Semrud-Clikeman, Margaret; Lorys-Vernon, Alison*
Discriminate Validity of Neurocognitive Measures in Diagnosing Children with Attention Deficit Disorder/Hyperactivity.
PUB DATE- Jul 88
NOTE- 3p.; Paper presented at the Annual European Meeting of the International Neuropsychological Society (Finland, July 1988). Document contains small type.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Attention Control; *Attention Deficit Disorders; *Clinical Diagnosis; Handicap Identification; *Hyperactivity; *Intelligence Tests; *Test Validity
IDENTIFIERS- *Wechsler Intelligence Scale for Children (Revised)

The Wechsler Intelligence Scale for Children--Revised (WISC-R) Freedom from Distractibility (FFD) factor and other neurocognitive measures were examined as to their discriminative validity in diagnosing children with Attention Deficit Disorder/Hyperactivity (ADD/H), ADD/H children with concurrent Conduct Disorder, and children comprising a clinic control population. While the Verbal-Comprehension and Perceptual-Organizational factors significantly distinguished between clinic groups, the FFD factor did not. A predictive discriminate analysis revealed very low hit rates using the WISC-R factors, but, using a battery of selected neurocognitive measures of attention, memory, self-regulation, and speed of cognitive processing, good group discrimination was achieved. These results argue against using the WISC-R FFD factor in differential diagnosis of neuropsychiatric disorders and suggests that other combinations of neuropsychological measures provide better indices for distinguishing clinic groups of ADD/H children. (Author)

# DOCUMENT RESUME

ED 308 703 FL 018 060

*Stevens, Alan M.*
Reduplication in Madurese.
PUB DATE- Oct 85
NOTE- 13p.; In: Proceedings of the Annual Eastern States Conference on Linguistics (2nd, Buffalo, NY, October 3-5, 1985). The complete Proceedings are available from the Dept. of Linguistics, Ohio State University, Columbus.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Componential Analysis; Consonants; *Language Patterns; Language Processing; *Linguistic Theory; *Morphophonemics; Phonology; *Structural Analysis (Linguistics); Uncommonly Taught Languages; Vowels
IDENTIFIERS- *Madurese; Morpholexical Phenomena; *Reduplication (Linguistics)

An investigation, analyzing the linking of skeleton and syntactical rules of Madurese, presents counterevidence to Marantz's claims about the nature of reduplication, and to Carrier-Duncan's claim that reduplication must precede all phonological rules. It is proposed that reduplication in Madurese is not affixation, as Marantz claims, and can be determined only after all morphological and phonological rules have been applied. The rules of Madurese must apply in order: allomorphy (morpholexical), phonology, and then reduplication. The rules are considered for forming the most frequent type of reduplication in Madurese which is created by an exact copy of the final consonant-vowel-consonant (C-V-C) of the root after all morphological and phonological rules have been applied. The investigation concludes that it is impossible to derive the reduplication by mechanically repeating the entire stem of the word, and then lending part of its phonemic melody to the skeletal affix. Reduplication is a lexical process and the reduplication form is a copy of the parts of the phonetic representation of the stem; only then is it prefixed to the stem in a position determined by the other morphemes in the word and by the particular derivation. Extensive examples are included. (DJD)

# DOCUMENT RESUME

ED 308 718 FL 018 082

*Miyagawa, Shigeru*
Unaccusative Verbs in Japanese.
PUB DATE- Oct 87
NOTE- 14p.; Paper presented at the Annual Meeting of the Eastern States Conference on Linguistics (4th, Ohio State University, October 2-4, 1987). The complete Proceedings are available from the Dept. of Linguistics, Ohio State University, Columbus.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Form Classes (Languages); *Japanese; *Language Patterns; Language Research; *Linguistic Theory; *Morphology (Languages); Phrase Structure; Uncommonly Taught Languages; *Verbs

An approach to the study of numeral quantifiers in Japanese reveals some fundamental properties of Japanese, especially those pertaining to movement. Using numeral quantifiers, a demonstration shows that the subject of unaccusative verbs in Japanese originates in the object position and moves to the subject position at S-structure. It is also demonstrated that the unaccusative hypothesis readily accounts for the Japanese "subject" verbal compounds without abandoning the First Sister Principle. In addition, it is concluded that the data and analysis presented provide a clear justification for the noun phrase trace, an unusual result since such clear empirical evidence for this category is rarely found. (MSE)

# DOCUMENT RESUME

ED 308 733 HE 022 433

Career Development and Its Academic Correlates. Maryland Longitudinal Study Research Highlights, Research Report 12.

**Maryland Univ., College Park. Maryland Longitudinal Study Steering Committee.**

PUB DATE- 89

NOTE- 10p.; Printed on colored paper.

AVAILABLE FROM- Maryland Longitudinal Study, 2108 Mitchell Building, College Park, MD 20742.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Academic Achievement; *Academic Persistence; Career Counseling; *Career Planning; College Students; Higher Education; Occupational Aspiration; *Personality Traits; *Student Attitudes; Student Characteristics; Student Interests; Surveys

IDENTIFIERS- Holland Vocational Preference Inventory

As part of a 5-year study of 772 students who entered the University of Maryland, College Park, in 1980, a study was conducted of the relationship between John Holland's concept of vocational identity (sureness and confidence in one's vocational plans) and personality type (realistic, investigative, artistic, social, enterprising or conventional) to college satisfaction, retention and academic achievement. Study participants were treated as two groups, a random sample of 468 in the representative group and a black group of 339. Their scores on three instruments (My Vocational Situation, the Self-Directed Search, and the College Student Satisfaction Questionnaire) were analyzed. Results included the following: (1) no differences among the retention rates of the six personality typologies were found in the representative group, but in the black group, significant differences were found between the percentages of non-students in the artistic (39%) and investigative (7%) typologies; (2) in both groups, high levels of vocational identity were found to be associated with high grade point averages; (3) no significant differences were found among the personality types on any of the satisfaction scales for the black group, but in the representative group, social types were significantly more satisfied than investigative types with campus social life and were significantly more satisfied with the quality of their education than both artistic and conventional types; (4) both groups became increasingly confident of their vocational goals over each of the 4 survey years; and (5) no significant correlations in either group were found between grade point average and majors in programs congruent with personality type. Contains 13 references. (KM)

# DOCUMENT RESUME

ED 308 747 HE 022 519

*Rendon, Laura I.*
The Lie and the Hope. Making Higher Education a Reality for At-Risk Students.
PUB DATE- May 89
NOTE- 6p.; Paper based on keynote address at the Freshman Year Experience Conference (Irvine, CA, 1989).
AVAILABLE FROM- AAHE Bulletin, One Dupont Circle, Suite 600, Washington, DC 20036.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Access to Education; Administrator Responsibility; Educationally Disadvantaged; Educational Opportunities; *Equal Education; Higher Education; *High Risk Persons; *Minority Groups; Racial Discrimination; Role of Education; Student Development; Teacher Influence; Teacher Role

Important steps for saving America's school system where at-risk students are fast becoming the new student majority are discussed. For example: 45% of all Mexican American and Puerto Rican youth never finish high school; illiteracy among minority students is as high as 40%; and between 1968 and 1986, the number of white children enrolled in public schools fell 16%. About 30% of the school population was minority in 1986. A Los Angeles (California) study shows as early as the first 2 weeks of first grade, students are categorized as fast or slow learners, and some who do not speak English are misdiagnosed. Once this decision is made, students in slow groups are educated quite differently. Minority students usually attend segregated schools with crowded classes and poor counseling. The impact of this crisis on higher education is enormous. High dropout rates greatly reduce the number of minority students qualified to enter college. Differential tracking in school leads many minority students to enroll in vocational, commercial, or general education programs. Higher eduction remains an unrealized dream for most minorities. Though college access is available via community colleges, fewer and fewer students are actually transferring out of them. Hope for the at-risk freshman depends on the amount that administrators, faculty, and counselors do to encourage, assist, and support them to survive the college experience. Faculty must take time to learn about minority cultures and must include minority perspectives in the classroom. They must set high expectations and help students reach them. Contains 8 references. (SM)

# DOCUMENT RESUME

ED 308 760　　HE 022 729

*Johns, Virginia; Viehland, Dennis W.*

Migration Patterns of First-Time Freshmen in the United States. AIR 1989 Annual Forum Paper.

PUB DATE- May 89

NOTE- 25p.; Paper presented at the Annual Forum of the Association for Institutional Research (29th, Baltimore, MD, April 30-May 3, 1989).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *College Freshmen; Colleges; *Enrollment; Enrollment Trends; Higher Education; Institutional Research; *Migration Patterns; Private Colleges; Public Colleges; *Student Mobility; Universities

IDENTIFIERS- *AIR Forum

A place-to-place migration study of first-time freshmen in American four-year colleges and universities presents student migration patterns for each of the 50 states and the District of Columbia in Fall 1986. Migration patterns of all first-time students are reviewed, but the focus of the analysis is first-time freshmen, the most critical population for institutional enrollment management. State-by-state matrix tables are presented that show where students come from and where they go for all 51 locations by sector of control (i.e., public and private institutions). Contains 22 references. (Author/KM)

# DOCUMENT RESUME

ED 308 776 HE 022 745

*Lyons, Linda*
Faculty Perceptions of the Institutional Environment: The Design and Implementation of a Faculty Survey. AIR 1989 Annual Forum Paper.
PUB DATE- May 89
NOTE- 20p.; Paper presented at the Annual Forum of the Association for Institutional Research (29th, Baltimore, MD, April 30-May 3, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Curriculum; *College Environment; *College Faculty; College Instruction; College Students; Governance; Higher Education; Institutional Research; Mail Surveys; Organizational Climate; *Teacher Attitudes
IDENTIFIERS- *AIR Forum

A survey was conducted of a college faculty of 253 to assess faculty attitudes toward governance, teaching, curriculum and students. A modified, abbreviated form of the Carnegie Foundation Faculty Survey was developed. The response rate was 67%. Results included the following: (1) 67% indicated that their writing had been published, or their creative work exhibited or performed, within the last 5 years; (2) 62% indicated that they had presented a paper or served on a panel in the last 5 years; (3) faculty participation in campus governance appeared to be substantial. Significant differences in the perceptions of the quality of the professional environment between faculty in the School of Arts and Sciences and in the School of Professional Studies and Education; and (4) ratings of the teaching role were more favorable than ratings of other aspects of the professional environment. Findings were compared to selected findings of the Carnegie Foundation 1984 Faculty Survey. Patterns of responses of the local faculty reflected those of the national groups in several areas, including ratings of their departments and institutions; however, professional commitments, participation in governance, and perceived departmental influence were greater for local faculty than for the national groups. Contains 18 references. (KM)

# DOCUMENT RESUME

ED 308 791 HE 022 760

*Slinker, John Michael*

The Role of the College or University President in Institutional Advancement.

PUB DATE- Sep 88

NOTE- 224p.; Doctoral Dissertation, Northern Arizona University. Outstanding doctoral dissertation for 1989, John Grenzebach Awards for Outstanding Research in Philanthropy for Education, cosponsored by the American Association of Fund Raising Counsel Trust for Philanthropy and the Council for the Advancement and Support of Education.

LANGUAGE- English

EDRS Price - MF01/PC09 Plus Postage.

PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041) Tests, Questionnaires, Evaluation Instruments (160) Reports - Research/Technical (143)

DESCRIPTORS- Alumni; College Administration; *College Presidents; Demography; Fund Raising; Government School Relationship; Higher Education; *Institutional Advancement; Institutional Survival; *Leadership; National Surveys; Publicity; *Public Relations; Questionnaires; Success

IDENTIFIERS- CASE AAFRC Grenzebach Award

The role of the college/university president in institutional advancement was examined in a national study. There were interviews with nine presidents and surveys done by 27 chief executive officers. Five areas of investigation are: demographic characteristics of institutional advancement programs; how presidents perceive their role in institutional advancement; what institutional advancement programs presidents identify as successful/unsuccessful; what activities they are willingly involved in; and how they rate personal characteristics in the institutional advancement of professional staff. Findings include: presidents all agree their role in public relations and institutional advancement must be high for the institution to be successful with constituencies; they feel their role in fund raising is very high; up to 96% of them are very willing to meet with governors, state executive branch members, and congressional representatives; and 85% desire a high degree of involvement in the overall advancement program. Fifteen recommendations include: chair the planning committee and involve advancement staff members; abstain from personal involvement in time intensive projects; and hire and retain the best professionals in the field. A copy of the president's questionnaire; a copy of the background questionnaire; and a judgment/stratified random sample by category with location and enrollment are appended. Contains approximately 97 references. (SM)

# DOCUMENT RESUME

ED 308 804 HE 022 935

*Cheney, Lynne V.*
50 Hours. A Core Curriculum for College Students.
**National Endowment for the Humanities (NFAH), Washington, D.C.**
PUB DATE- Oct 89
NOTE- 116p.
AVAILABLE FROM- Office of Publications and Public Affairs, National Endowment for the Humanities, 1100 Pennsylvania Avenue, N.W., Washington, DC 20506.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Curriculum; *Core Curriculum; Course Content; *Curriculum Development; Curriculum Enrichment; Educational Development; *Educational Quality; Excellence in Education; *General Education; Higher Education; History; *Humanities; Liberal Arts; Literature; Relevance (Education); Undergraduate Study

Information for colleges engaged in curricular reform about how other schools are managing the task is presented with the central device for organizing details being an imagined core of studies, 50 semester hours, that would encourage coherent and substantive learning in essential areas of knowledge. Rather than acting as a single prototype this report provides information about various models to individual faculties that must decide the undergraduate course of study. The results of a 1989 survey funded by the National Endowment for the Humanities and conducted by the Gallup Organization are discussed, noting that significant gaps exist in college seniors' knowledge of history and literature. Too many colleges and universities fail to provide enough structure in the curriculum. Since many of them allow students to earn bachelor's degrees without taking courses in history, literature, science, or mathematics, trustees and administrators are urged to support faculty members working to strengthen general education requirements. To deal with this problem, a core of learning is set forth as follows: 50 semester hours of required study in cultures and civilizations, foreign languages, mathematics, natural sciences and the social sciences. Several examples of core courses that have been developed at colleges and universities nationwide are included. It is recommended that courses in the core be taught in small classes and in an integrated fashion and that they be taught by the most distinguished faculty. The complete Gallup survey of college seniors on knowledge of history and literataure is attached. (SM)

# DOCUMENT RESUME

ED 308 817 IR 013 877

*Yacci, Michael*
The Singer or the Song.
PUB DATE- Feb 89
NOTE- 11p.; In: Proceedings of Selected Research Papers presented at the Annual Meeting of the Association for Educational Communications and Technology (Dallas, TX, February 1-5, 1989). For the complete proceedings, see IR 013 865. For related papers, see IR 013 873-878.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Affective Behavior; Attribution Theory; *Cognitive Style; *Epistemology; Instructional Design; Instructional Innovation; Interactive Video; Learning Processes; *Media Research; Psychological Studies; Student Attitudes; Student Motivation

This paper lends support to Richard E. Clark's position that media make no difference in student achievement, but also argues that alternative ways of thinking about media--i.e., about the differences media do make along with the differences they can make--are necessary and important. Two major areas of study are examined. In discussing the first area--cognitive and affective learning outcomes of the use of different media for the delivery of instruction--it is pointed out that there may be no differences in learning achievement from a cognitive point of view, but there could be large differences in attitude and motivation that might interfere with learning of cognitive tasks from an affective point of view. In considering the second area--the differences between common usage and the potential of a medium--it is argued that each medium is a combination of attributes capable of carrying various combinations of different symbol systems, and that only to the extent that media carry identical symbol systems relating to "critical" content can they be interchangeable. It is suggested that neurological theories of how the brain functions promise an immense contribution to the psychological study of how people learn, and that direct exploration of new cognitive constructs along with psychophysics might strengthen the bond between cognitive psychological research, neurological brain research, and instructional design theories. This approach, it is argued, would lead to more accurate descriptions of the learning process, new constructs for research, and answers not to whether singers or songs are better, but why. (6 references) (CGD)

# DOCUMENT RESUME

ED 308 830 IR 013 890

*Nichols, Randall G.*
Reconciling Educational Technology with the Lifeworld: A Study of Habermas' Theory of Communicative Action.
PUB DATE- Feb 89
NOTE- 16p.; In: Proceedings of Selected Research Papers presented at the Annual Meeting of the Association for Educational Communications and Technology (Dallas, TX, February 1-5, 1989). For the complete proceedings, see IR 013 865.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication (Thought Transfer); *Educational Technology; Sociocultural Patterns
IDENTIFIERS- Consensus; *Critical Theory; Empirical Analysis; *Habermas (Jurgen); Knowledge; Metaphysics; Positivism

This paper characterizes selected criticisms of educational technology that go beyond the technical issues, and offers Habermas' theory of communicative action as a way of addressing these criticisms. First, the principal strains of criticism that appear occasionally in the literature of educational technology are reviewed, e.g., conceptions of knowledge and its uses; post-positivist philosophy; consequences beyond instruction; and disregard for the metaphysical. Jurgen Habermas' critical theory is then described from the standpoint of its beliefs about positive science, and its ability to demonstrate how several kinds of knowledge exist. The major tenets of Habermas' theory of communicative action are subsequently examined. These include the concept of the lifeworld (i.e., implicit knowledge that remains "at the backs" of participants in communication); rationality, communication, and the lifeworld; the evolution of rationalization of the lifeworld; and media and the breakdown of lifeworld and consensus. The paper concludes with discussions of four implications of the Habermas theory: (1) educational technology is clearly a system of purposive-rational action; (2) the lifeworld and the rational world are not completely separate, although humans do not formally admit the existence of a lifeworld; (3) some educational technologists conceive of knowledge too narrowly; and (4) humans do not for the most part operate consensually. (16 references) (CGD)

# DOCUMENT RESUME

ED 308 843 IR 013 903

*Stewart, Alistair*
Structure and Organisation in Instructional Text--A Cognitive Perspective on Practice.
PUB DATE- Feb 89
NOTE- 14p.; In: Proceedings of Selected Research Papers presented at the Annual Meeting of the Association for Educational Communications and Technology (Dallas, TX, February 1-5, 1989). For the complete proceedings, see IR 013 865.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Advance Organizers; *Epistemology; *Instructional Design; *Instructional Materials; Layout (Publications); *Learning Processes; Programed Instructional Materials; Prompting; Schemata (Cognition); Verbal Stimuli
IDENTIFIERS- *Generative Processes; Learner Control; *Mathemagenics

This paper considers ways in which the organization of text can be made explicit through verbal cuing and the ways in which this organization can be related to the cognitive processes of the reader. It is noted that the textual factors supplementary to the main content play an important part in the comprehension of text and are, thus, important elements in the design of text; and that the mathemagenic approach--which refers to a group of devices known as adjuncts to text and which seeks to orient learners to the text and show them what is relevant and important--is essentially text control of the learning process. A comparison is then made between the mathemagenic approach and the generative approach, which emphasizes both learner involvement and learner control of the processes that produce comprehension. Adjunct aids and their role in the context of text-induced cognitive processing are then considered, including advance organizers ("if it works, it is an advance organizer"); graphic organizers; adjunct questions; and learning objectives. It is concluded that, for the instructional designer, the reconsideration of adjunct aids as verbal cuing devices within a cognitive perspective of the reading process provides a defensible framework and challenges the designer to implement on a basis of principle rather than practice. (27 references) (CGD)

# DOCUMENT RESUME

ED 308 857 IR 014 117

*Meyers, Judith K.*
Implementing Information Power. ERIC Digest.
**ERIC Clearinghouse on Information Resources, Syracuse, N.Y.**
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- EDO-IR-89-4
PUB DATE- Aug 89
NOTE- 4p.
CONTRACT- RI88062008
AVAILABLE FROM- ERIC Clearinghouse on Information Resources, 030 Huntington Hall, Syracuse University, Syracuse, NY 13244-2340 (free while supply lasts).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Access to Information; Cooperative Planning; Diffusion (Communication); Elementary Secondary Education; Guidelines; *Information Dissemination; *Information Networks; Information Services; *Learning Resources Centers; *Library Services; Media Specialists; *Professional Development; *Program Implementation; School Libraries; Social Networks
IDENTIFIERS- ERIC Digests

"Information Power: Guidelines for School Library Media Programs," which was published jointly by the American Library Association (ALA) and the Association for Educational Communications and Technology (AECT) in 1988, is the most recent in a series of efforts to articulate and encode professional program and practice standards that have spanned the 20th century. Begun in 1983 by a joint writing committee of AECT and the American Association of School Librarians (AASL), "Information Power" focuses on the building level library media specialists' role in planning and providing leadership in the establishment of partnerships for the delivery of resources and services. These resources and services may vary according to the goals and objectives of the school. Physical and intellectual access to information, increasingly through networks extending well beyond the school, is the central unifying concept of the guidelines. This digest provides examples of activities planned for implementing the guidelines at the national, state, regional, district, building, and personal levels, and implementation procedures are outlined for each of the eight steps of the implementation cycle: (1) analyze organization; (2) gather data; (3) set goals; (4) establish priorities; (5) develop plans; (6) take action; (7) evaluate effectiveness; and (8) revise plans. (3 references) (GL)

# DOCUMENT RESUME

ED 308 873 IR 052 827

*Daval, Nicola, Ed.; Merrill-Oldham, Jan, Ed.*
Preservation: A Research Library Priority for the 1990s. Minutes of the Meeting of the Association of Research Libraries (111th, Washington, D.C., October 21-22, 1987).
**Association of Research Libraries, Washington, D.C.**
PUB DATE- 88
NOTE- 126p.; For the minutes of the 110th meeting, see ED 290 484.
AVAILABLE FROM- Association of Research Libraries, 1527 New Hampshire Avenue, NW, Washington, DC 20036 (members $18.00/year; nonmembers $30.00/year).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Libraries; Higher Education; *Library Administration; Library Associations; *Library Planning; *Library Services; Preservation; Research Libraries
IDENTIFIERS- *Association of Research Libraries; *Book Preservation

These minutes of the October 1987 ARL (Association of Research Libraries) membership meeting include the following papers on preservation in the research library: (1) "A Challenge for Research Libraries" (David C. Weber); (2) "The Moral Imperative of Conservation" (James H. Billington); (3) "The Role of the Library Director: Wherefore and Wherewithal" (William J. Studer); (4) "The Preservation Program Defined" (Jan Merrill-Oldham); (5) "Staffing the Preservation Program" (Carolyn Clark Morrow); (6) "Prospective Preservation" (Wesley L. Boomgaarden); (7) "Preservation Selection and Treatment Options" (Barclay W. Ogden); (8) "Preservation Planning and Perspective" (R. Gay Walker); (9) "The Responsibility of Leadership: Making It Happen" (Patricia Battin); (10) "A View from the Sidelines" (James M. Morris); (11) "Preservation on the International Front" (Merrily A. Smith); and (12) "A Time To Act" (David C. Weber). Minutes of the business meetings are also provided. Appendixes include ARL bylaws; the executive director's report; an Office of Management Studies report; attendance lists; lists of officers and board and committee members of the ARL; and an ARL membership list. (MES)

# DOCUMENT RESUME

ED 308 886 JC 890 285

*Georgakakos, John H.*
Strategic Planning the in Community Colleges.
PUB DATE- 17 May 89
NOTE- 34p.; Graduate seminar paper, University of California, Los Angeles.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Administration; *College Planning; Community Colleges; Decision Making; Definitions; Educational Trends; Flow Charts; Management by Objectives; Models; Policy Formation; Problem Solving; Two Year Colleges
IDENTIFIERS- Incrementalism; *Strategic Planning

This literature review considers definitions of strategic planning as well as historical and operational aspects of its use at community colleges. First, a number of definitions of strategic planning are presented, indicating that, compared to long-range planning, strategic planning is more action-oriented and more concerned with issues, the assessment of the environment inside and outside the college, and the achievement of an idealized vision of the organization. Next, the historical context in which strategic planning emerged is described, with special emphasis on the causes and effects of declining enrollments and dwindling funding. The next section considers the characteristics and failings of the two most common approaches to college administration in the 1980s, management by objectives and incrementalism, and discusses the way in which strategic planning blends the best features of both. After identifying common aspects of the strategic plans of different organizations, the paper examines several models of strategic planning. Brief descriptions are provided of content- and process-based approaches and a model for multi-campus districts. A more detailed description is presented of a general eight-step model, involving: (1) initiating and agreeing on a strategic planning process; (2) identifying organizational mandates; (3) clarifying organizational mission and values; (4) assessing the external environment; (5) assessing the internal environment; (6) identifying the strategic issues facing the organization; (7) formulating strategies to manage the issues; and (8) establishing an effective organization vision for the future. Comparisons are drawn between this and other models of strategic planning. (JMC)

# DOCUMENT RESUME

ED 308 900 JC 890 333

Report for Florida Community Colleges: The Fact Book, June 1989.
**Florida State Board of Community Colleges, Tallahassee.**
PUB DATE- Jun 89
NOTE- 153p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- College Faculty; College Programs; *Community Colleges; Degrees (Academic); *Educational Finance; *Enrollment Trends; Full Time Equivalency; Governance; Intellectual Disciplines; Program Costs; Salaries; *School Personnel; State Surveys; Teacher Salaries; Two Year Colleges; *Two Year College Students; Vocational Education
IDENTIFIERS- *Florida

Designed to convey timely, accurate, and comparative information about Florida's 28 community colleges, this fact book provides descriptive and statistical data on enrollment trends, college personnel, educational finances, and governance. The report opens with a brief historical overview of the state system from its beginnings in 1933 to the present. Next, the report presents statistical tables on the state's community college students, covering: (1) annual student enrollments from 1948 through 1988; (2) fall 1988 headcount enrollment summary by ethnicity and gender; (3) 1987-88 full-time equivalent (FTE) enrollment by college, term, discipline, and program; (4) annual FTE by term, 1983-84 through 1987-88; (5) annual headcount enrollment in vocational programs, supplemental and apprenticeship courses, adult general and community instructional services programs; (6) student acceleration; (7) degrees and other formal awards in 1987-88; and (8) available vocational programs. The next series of tables provides salary data for instructional and non-instructional personnel, and information on the number of college employees by sex and race in fall 1988. Finally, financial data are presented on the system's beginning balance, revenues, expenditures, and costs of instruction and support programs. (ALB)

# DOCUMENT RESUME

ED 308 913 JC 890 349

Faculty Salaries, Fall 1988. Report for Florida Community Colleges.
**Florida State Board of Community Colleges, Tallahassee.**
PUB DATE- Jun 89
NOTE- 48p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- Academic Rank (Professional); Administrators; *College Faculty; *Community Colleges; Contract Salaries; Counselors; Educational Attainment; Full Time Faculty; Librarians; *Professional Personnel; *Salaries; School Personnel; State Surveys; Tables (Data); *Teacher Salaries; Two Year Colleges
IDENTIFIERS- *Florida

Information is provided on the salaries of full-time professional personnel employed at each of the 28 Florida community colleges. Six tables are included. The first offers a summary of scheduled salary ranges for instructional personnel, showing the minimum and maximum salaries stipulated on the official salary schedules. The majority of the colleges use educational level as the basis for the salary schedule, although some base salary on professorial rank. The second table provides a report of annual salaries for instructional personnel, indicating the number of full-time instructional staff at each college and average salaries by length of contract and degree level of the faculty member. The third table focuses on the annual salaries of instructional department administrators, while the fourth provides data on the annual salaries of full-time personnel who exercise primary responsibility for the management of the institution in executive, administrative, or managerial roles. The fifth table provides a report on the annual salaries of professional personnel with primary duties other than teaching or administration, such as counselors, librarians, and curriculum specialists. The final table presents the salaries of the president, executive vice president, vice president, chief academic officer, and other selected executive positions at each community college. (JMC)

# DOCUMENT RESUME

ED 308 926 PS 018 054

*Bell, Gregory E.*

Making the Most of Parent Teacher Conferences: Tips for Parents and Tips for Teachers.

PUB DATE- 88

NOTE- 8p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- *Communication Skills; Elementary Secondary Education; Guidelines; Parent Materials; *Parent Role; *Parent Teacher Conferences; *Parent Teacher Cooperation; Resource Materials; *Teacher Role

This paper provides suggestions to alleviate the tension, fear, and frustration which may accompany parent-teacher conferences, in order to make them more effective. Tips for parents and tips for teachers are both presented in a checklist format. The tips focus on three typical areas of concern--planning, implementation, and evaluating the conference. Examples of tips for parents include: (1) identify specific questions that need to be answered; (2) keep the child's welfare central to the conference; and (3) summarize and document what was discussed and planned. Examples of tips for the teacher include: (1) determine the purpose of the conference; (2) greet the parent(s) at the door using his or her (teacher's) first name; and (3) keep lines of communication open. (RJC)

# DOCUMENT RESUME

ED 308 941 PS 018 114

*Coll, Cynthia Garcia; And Others*
Early Infant Temperament: The Saliency of Positive and Negative Affect.
PUB DATE- Apr 89
NOTE- 22p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Kansas City, MO, April 27-30, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *High Risk Persons; *Infant Behavior; Measures (Individuals); *Neonates; Observation; *Parent Attitudes; *Personality Assessment; Premature Infants; *Research Methodology; Stimuli; Test Validity
IDENTIFIERS- *Behavioral Stability

Findings from three studies that used a laboratory procedure to assess individual differences in various dimensions of infant temperament in relation to later Brazelton scores are presented. Participants included 59 healthy, full-term and sick, preterm infants. The sick, preterm infants included infants who developed respiratory or neurological complications during the perinatal period. Discussion addresses relationships between: (1) neonatal measures and behavioral observations of infant temperament; (2) medical high-risk variables and behavioral observations of infant temperament; (3) behavioral observations and concurrent parental reports; and (4) the stability of behavioral observations during infants' third through seventh months. The studies indicated that neonatal characteristics, including Brazelton behavioral scores, cry acoustic characteristics, and medical status affect infants' temperament. Both individual and group differences were observed. There was some stability in behavioral observations between 3 and 7 months of age. Magnitudes of correlations were small except for soothability. Findings suggest that a great deal of change occurs in infant temperament during the first year of life. Moderate agreement was found between parents' reports and behavioral observations; this attested to the concurrent validity of the measures. (RH)

# DOCUMENT RESUME

ED 308 956 PS 018 137

*Bohlmeyer, Elaine Morton; And Others*

Age Differences in Sharing as a Function of Children's Ability To Estimate Time and Motivational Instructions.

PUB DATE- Apr 89

NOTE- 9p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Kansas City, MO, April 27-30, 1989).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Age Differences; Children; *Motivation; *Prosocial Behavior; *Sharing Behavior; *Time Management

IDENTIFIERS- *Estimation

In an investigation of the relationship between sharing and children's ability to estimate time under conditions either promoting sharing or not encouraging sharing, 67 children between 65 and 140 months of age first completed a time estimation task and then engaged in a sharing task with a same-age, same-sex peer. The children were given incentives either to share or not to share. As expected, the older children were more accurate in estimating time and also shared more. More sharing occurred when there were incentives to share. Further, controlling for time estimation ability decreased the relationship between age and sharing to nonsignificance in the condition that created an incentive for sharing, but did not decrease this relationship in the condition that did not create an incentive for sharing. It is concluded that specific cognitive abilities are prerequisite for specific prosocial behaviors, but whether or not children will use these abilities is dependent upon motivational conditions. (RH)

# DOCUMENT RESUME

ED 308 971 PS 018 163

*Pramling, Ingrid*
An Approach to Teaching Young Children about "The Shop."
PUB DATE- 89
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Business; Comparative Analysis; *Comprehension; *Economics Education; *Elementary School Students; *Learning Processes; Learning Theories; *Preschool Children; Primary Education; *Teaching Methods; Units of Study

An attempt was made to increase Swedish preschool children's understanding of aspects of commercial enterprise, particularly those of "the shop," by introducing a specific didactic approach to preschool education. Of particular interest were two aspects of the shop: advertising and the principle of trade. A total of 77 children up to 7 years of age worked in 4 groups for 2 to 3 weeks on the theme of "the shop." Groups A and B were instructed in line with the assumptions that: (1) if the teacher knows how children think about the content to be taught, it should be easier for the teacher to develop the children's understanding; (2) student reflection on teacher-made situations and problems leads to understanding; and (3) children would have to reflect on content, structure, and their learning if the approach were to succeed. Teachers of groups A and B planned and used situations, problems, and questions which were supposed to increase their students' understanding. Comparison groups C and D worked out the instructional theme individually. In a manner similar to that of the Piagetian clinical interview, children were interviewed three times about the shop theme. Findings, which favored the didactic approach, indicated that comparison and treatment groups differed markedly in their understanding of advertising and the function of money in the shop. (RH)

# DOCUMENT RESUME

ED 308 986 PS 018 193

Reaching Out: A Directory of National Organizations Related to Maternal and Child Health.

**National Center for Education in Maternal and Child Health, Washington, DC.**

SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Office for Maternal and Child Health Services.

PUB DATE- Mar 89

NOTE- 126p.

GRANT- OMCH-MCJ-117006-01-0

LANGUAGE- English

EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Reference Materials - Directories/Catalogs (132)

DESCRIPTORS- Adolescents; Children; *Health Materials; Information Sources; *Medical Associations; Mothers; *National Organizations; Public Health; *Resource Materials

IDENTIFIERS- *Child Health; Health Resources Information; *Maternal Health

This directory lists addresses, phone numbers, and contact persons for over 450 national organizations with a maternal and child health focus. The directory is divided into two sections. The first lists national organizations by subject area. These organizations provide a variety of services and activities, such as publication of educational materials, dissemination of general information, referrals, and assistance to health professionals and consumers in meeting their needs. Organizations listed in this section focus on: (1) pregnancy and childbirth; (2) infant health; (3) child health; (4) adolescent health; (5) school health; (6) women's health; (7) nutrition; (8) genetic services; (9) chronic illness and disability; (10) special health care needs; (11) public health programs and services; (12) health care providers. The second section lists self-help clearinghouses which collect and disseminate information about local self-help groups and assist in the formation of new groups. This section is arranged alphabetically by state. Two indexes are included; the first is a detailed subject index and the second is an alphabetical list of all organizations covered. (RJC)

# DOCUMENT RESUME

ED 308 999 RC 017 069

*Munn, Pamela; Brown, Sally*
Pilot School Boards: First Impressions.
**Scottish Council for Research in Education.**
SPONS. AGENCY- Scottish Education Dept., Edinburgh.
PUB DATE- Feb 89
NOTE- 27p.
AVAILABLE FROM- Scottish Council for Research in Education, 15 John St., Edinburgh, Scotland EH8 8JR.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Boards of Education; Elections; Foreign Countries; *Group Experience; Parent Background; *Parent Participation; Parents; Pilot Projects; Qualitative Research
IDENTIFIERS- *Scotland

In September 1988, seven pilot school boards in Dumfries and Galloway Region, Scotland, met for the first time. The pilot scheme sought to learn about the functioning of school boards before they came into statutory existence in the 1989-90 school year. The seven schools represented a cross-section of Regional schools and ranged from a one-teacher elementary school to an academy with about 1,000 students. Board membership comprised parents, teachers, and co-opted members. Initial assessment procedures included questionnaires completed by 27 of 29 parent members, observation of 11 board meetings, interviews with parents, teachers, and administrators involved with school boards, and analysis of board meeting minutes and other relevant documents. Assessment focused on parent members' backgrounds, the experience of board membership to date, training, and election procedures. Major achievements of the pilot scheme's first four months were: (1) demonstrating community interest in the boards; (2) raising parental awareness of board activities through various communication strategies; (3) identification of training needs and dissemination of background information to board members by the Region; (4) establishment of regular patterns of meetings, with good attendance by all concerned; and (5) adaptation of Regional systems to provide the kinds of information that boards need. Problem areas included some parents' feelings that the boards were doing nothing and the absence of semiskilled and unskilled workers on the boards. (SV)

# DOCUMENT RESUME

ED 309 012 RC 017 138

*McIntire, Walter G.*
The Quality of Research.
PUB DATE- 23 Sep 88
NOTE- 5p.; Paper presented at the National Rural Education Research Forum (Bismarck, ND, September 23, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Equity (Finance); Elementary Secondary Education; Information Utilization; Public Policy; Researchers; *Research Methodology; *Research Needs; Research Problems; Research Skills; *Rural Education; Rural Schools; Rural Urban Differences
IDENTIFIERS- Research Priorities

This paper offers criticism of rural education research methods, and identifies areas in need of more or better systematic inquiry. It suggests the need to increase the quantity of the highest quality of research and the need for researchers to reach policy makers and "mainstream" education journals more effectively. Five main problems with current research methods, agendas, or products are discussed. This paper suggests that the best collective research is required to promote equity in education. It calls for a clear assessment of the appropriateness of existing school models for rural America, and the need for identifying alternatives, if they exist. The research community needs to expand its databases; available resouces are too often ignored or overlooked. Educators must become more assertive in identifying the context of education as a legitimate empirical variable. Finally, the paper calls for researchers to increase the number of state-by-state studies that illuminate diversity within rural education. (TES)

# DOCUMENT RESUME

ED 309 026 SE 050 639

Directory of Awards. Fiscal Years 1987 and 1988.
**National Science Foundation, Washington, D.C. Directorate for Science and Engineering Education.**
REPORT NO.- NSF-89-18
PUB DATE- 89
NOTE- 532p.; For 1986 awards see ED 282 723. Contains small print which may not reproduce well.
LANGUAGE- English
EDRS Price - MF02/PC22 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Animals; *College Science; *Demonstration Programs; Elementary School Science; Elementary Secondary Education; Fellowships; Financial Support; Graduate Study; *Grants; Higher Education; *Science Programs; Science Projects; Scientific Research; Secondary School Science; Teacher Education
IDENTIFIERS- *National Science Foundation

The National Science Foundation (NSF) provides awards for education and research in the sciences, mathematics, and engineering. This publication contains information about awards for the 1987 and 1988 fiscal years. An introductory section reviews the goals of NSF's education program and the long-range goals of the Directorate for Science and Engineering Education. Data on fiscal appropriations are provided and the directorate staff and advisory committee are identified. An index lists the awards alphabetically by state and specifies the institution, project director, and discipline addressed. Information on each award includes: (1) project director's name; (2) institution; (3) award number; (4) award amount; (5) time duration; (6) discipline area; and (7) project title and abstract. Appendices contain lists of graduate fellowship awards, minority graduate fellowship awards and postdoctoral fellowship awards from the North Atlantic Treaty Organization (NATO). (MVL)

# DOCUMENT RESUME

ED 309 041 SE 050 682

*Chakroff, Marilyn; Druben, Laurel, Ed.*
Culture et Gestion d'Etangs a Poissons d'Eau Douce (Freshwater Fish Pond Culture and Management). Appropriate Technologies for Development. Manual Series--M37.
**Peace Corps, Washington, DC. Information Collection and Exchange** Div.
PUB DATE- Apr 87
NOTE- 221p.; Translated by Marie-Claude Vieh. For English edition, see ED 242 565; for Spanish edition, see SE 050 683. Drawings may
LANGUAGE- French
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Translations (170) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Agricultural Production; Animals; *Design Requirements; Developing Nations; *Fisheries; *Ichthyology; Postsecondary Education; Technology Transfer
IDENTIFIERS- *Aquaculture; *Fishes; Peace Corps

This is the French translation of a "how-to" manual, designed as a working and teaching tool for extension agents as they establish and/or maintain local fish pond operations. The manual presents information to facilitate technology transfer and to provide a clear guide for warm water fish pond construction and management. Major topic areas considered include: (1) selecting the site and type of fish farm; (2) selecting the appropriate fish; (3) constructing, preparing, managing, and harvesting the pond; (4) preserving fish; (5) problems of fish in ponds; and (6) methods of fish culture in places where ponds are not possible. A list of resources on various aspects of fish pond operation is included in an appendix. (CW)

# DOCUMENT RESUME

ED 309 057 SE 050 710

*Appley, Mortimer H.; Maher, Winifred B.*
Social and Behavioral Sciences: Report of the Project 2061 Phase I Social and Behavioral Sciences Panel.
**American Association for the Advancement of Science, Washington, D.C.**
SPONS. AGENCY- Andrew W. Mellon Foundation, New York, N.Y.; Carnegie Corp. of New York, N.Y.
REPORT NO.- AAAS-89-05S; ISBN-0-87168-346-6
PUB DATE- 89
NOTE- 66p.; For other Project 2061 panel reports, see SE 050 707-711; for overview and summary, see SE 050 712-713.
AVAILABLE FROM- AAAS Books, Dept. 2061, P.O. Box 753, Waldorf, MD 20604 (for price, contact AAAS offices; quantity prices available).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Behavioral Sciences; Elementary School Science; Elementary Secondary Education; *Fundamental Concepts; Futures (of Society); *Science and Society; Science Course Improvement Projects; Scientific Concepts; *Scientific Literacy; Secondary School Science; *Social Sciences
IDENTIFIERS- *Project 2061 (AAAS); *Science Policy

This is one of five panel reports that have been prepared as part of the first phase of Project 2061, a long-term, multipurpose undertaking of the American Association for the Advancement of Science designed to help reform science, mathematics, and technology education in the United States. Major sections included are: (1) "Orienting Concepts" (describing systems, change, function, equilibration, carrying capacity and stress, coping/adaptation, conflict/competition, information and feedback); (2) "Biopsychological Principles and Processes" (discussing evolution, heredity and nurture, and psychological processes); (3) "Sociocultural Principles and Processes" (considering sociocultural systems, communication, geography, economics, politics, and international politics); (4) "The Historical Perspective"; and (5) "Questions of Good and Evil" (providing teaching notes). "The Scientific Study of Social and Behavioral Phenomena" (including scientific approach, challenges in the scientific research, methods of scientific investigation, and teaching notes) is appended. The

members of the panel and consultants are listed. (YP)

# DOCUMENT RESUME

ED 309 072 SE 050 725

*Fortner, Rosanne W.*
Ocean and Great Lakes Awareness Survey.
SPONS. AGENCY- National Oceanic and Atmospheric Administration (DOC), Rockville, Md. National Sea Grant Program.; Ohio State Univ., Columbus.
PUB DATE- 89
NOTE- 27p.; Drawings may not reproduce well.
AVAILABLE FROM- Ohio Sea Grant College Program, 1541 Research Center, 1314 Kinnear Road, Columbus, OH 43210 ($3.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Environmental Education; Knowledge Level; *Marine Education; *Science Education; Science Tests; Secondary Education; Secondary School Science; *Social Studies; *Test Construction; Test Items; Test Reliability; Test Use
IDENTIFIERS- *Great Lakes; Oceans

This survey was developed by the Ohio Sea Grant Education Program in 1979. It is been used every four years as a repeated measure of Ohio students' knowledge and attitudes about the oceans and Great Lakes, charting changes in those attributes as means of determining how well Ohio citizens are being prepared for decisionmaking about those bodies of water. The survey was modeled after Fortner's "Survey of Oceanic Attitudes and Knowledge" (SOAK), which was administered in Virginia to tenth graders in 1978. Questions for the SOAK were derived from a number of existing instruments and used with permission of the original authors. For applicability to Ohio efforts, questions were added to assess knowledge about the Great Lakes. The construction of the survey and a record of its use are discussed in this document. The three forms of the survey, which include semantic differentials and multiple-choice questions, and answers to the multiple-choice items constitute most of this document. (CW)

ED 308 689 EC 220 565

*Sodac, David G., Ed.; And Others*
The Iowa Program Standards for Interventions in Behavioral Disorders.
**Iowa State Dept. of Education, Des Moines. Bureau of Special Education.**

PUB DATE- Sep 88
NOTE- 273p.
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Collected Works - General (020) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Behavior Disorders; Behavior Modification; Educational Practices; Elementary Secondary Education; Emotional Development; Generalization; Interpersonal Competence; *Intervention; Mainstreaming; *Program Development; Retention (Psychology); Self Control; Skill Development; Social Development; Special Programs; *State Standards; Student Evaluation; *Teaching Methods; Transfer of Training

This manual presents Iowa standards for special programs for students with behavioral disorders, describes interventions which appear appropriate for such students, and notes shortcomings with current practices that accentuate the need for these standards. Chapter titles and authors include: "Overview of Project" (Carl Smith and Dennis Dykstra); "From Assessment to Intervention" (Frank Wood); "Applying Standards through Interventions" (David Sodac and Ellen McGinnis); "Increasing Desirable Behaviors" (Mary Davis and Deb Brower); "Managing and Decreasing Undesirable Behaviors" (Al Marshall and Barb Woodard); "Social Skills Training" (Mary Green-Somerville and Polly Nichols); "Affective/Emotional Growth" (Doug Fairchild); "Self-Control Strategies" (Mary Delagardelle and Marlene Studer); "Alternative Academic Instruction" (Linda Fernandez and Nancy Kodros); "Functional Skill Development" (Gary Sasso and Deb Scott-Miller); "Reintegration Plan: General Concepts" (Al Burrows and Linda O'Meara); and "Generalization and Maintenance" (Linda Holvik and Jean Benskin). (JDD)

FL

ED 308 719 FL 018 083

*Odden, David*
Dissimilation as Deletion in Chukchi.
PUB DATE- Oct 87

NOTE- 14p.; Paper presented at the Annual Meeting of the Eastern States Conference on Linguistics (4th, Ohio State University, October 2-4, 1987). The complete Proceedings are available from the Dept. of Linguistics, Ohio State University, Columbus.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Language Patterns; Language Research; *Linguistic Theory; *Phonology; Uncommonly Taught Languages
IDENTIFIERS- *Chukchi; *Deletion (Linguistic)

A nonlinear approach to phonology that is more constrained than linear theory is proposed. The theory disallows rules of feature changing, resulting in a stronger, more consistent, and more interesting theory. Specifically, it is suggested, and tested with data from Chukchi, that dissimilations and other nonassimilatory rules are rules of feature deletion, and that use of the nonlinear approach allows the formal theory of rules to be more tightly constrained. (MSE)

ED 308 761 HE 022 730

*Volkwein, J. Fredericks; And Others*
A Model of Alumni Gift-Giving Behavior. AIR 1989 Annual Forum Paper.
PUB DATE- May 89

NOTE- 21p.; Paper presented at the Annual Forum of the Association for Institutional Research (29th, Baltimore, MD, April 30-May 3, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Alumni; Demography; *Donors; Educational Experience; *Fund Raising; Higher Education; Institutional Research; *Motivation; Outcomes of Education; Questionnaires; *Socioeconomic Status
IDENTIFIERS- *AIR Forum

Drawing upon both the fund-raising and outcomes literature, a gift-giving model is described that explains the connection between a variety of alumni demographic characteristics, previous university experiences, and gift-giving interest and capacity. Donor behavior is viewed as a function of both capacity and motivation. However, the personality and values that produce motivation and the socioeconomic status and achievements that produce capacity also are the products of the backgrounds and prior experiences of alumni. Academic experiences and demographic characteristics are both considered to be primary influences on the subsequent socioeconomic attainments of college graduates and their willingness to give. Using an alumni population at a public university, factor analytic techniques are used to derive a number of measures, involving demographic background, academic and social integration, capacity to give, motivation to give, and gift-giving behavior, reflecting the concepts in the model. The alumni questionnaire is appended. Contains 20 references. (Author/KM)

ED 308 901 JC 890 334

*Morin, Lloyd; And Others*
Developing the Human Dimension: A System Perspective. A Report of a Feasibility Study for British Columbia Colleges and Institutes. Report presented to the Steering Committee of the Council of Principals of British Columbia Colleges and Institutes.

SPONS. AGENCY- British Columbia Ministry of Advanced Education and Job Training, Victoria.
PUB DATE- Jun 88
NOTE- 146p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrator Attitudes; Community Colleges; *Faculty College Relationship; *Faculty Development; Foreign Countries; Inservice Education; Interviews; Needs Assessment; Program Development; Questionnaires; *Staff Development; State Surveys; Statewide Planning; Teacher Attitudes; Technical Institutes; Two Year Colleges
IDENTIFIERS- *British Columbia

In 1988, a survey of British Columbia's community colleges and institutes was conducted to assess the need for human resource development programs and services. Human resource development was defined as experiences that help college/institute personnel effectively perform their functions. The study consisted of visits to 22 campuses, during which a short presentation was made, detailed questionnaires were completed, and interviews were held with groups of support staff, faculty, administrators, and board members. The respondents expressed interest in a wide array of staff development topics, and indicated a preference for workshops and seminars available in the region or at the college, and for exchanges among colleges and institutes. They were most interested in development opportunities that had immediate, practical application to their jobs and afforded a personal sense of renewal and refreshment. Based on study findings, the recommendations included: (1) any systemwide initiative should complement, enhance, and supplement services provided at the institutional and individual levels; (2) programs and services should be provided by professional and paraprofessional staff with expertise in human resource development, assisted by advisory groups made up of representatives of the intended clients; and (3) a provincial agency should be created to provide such services as the distribution of grants; coordination and communication with respect to development opportunities, potential exchanges, and innovative practices; the development and delivery of programs, workshops, courses, and seminars; assistance to institutions wishing to offer their own workshops; a resource center; and the provision of a province-wide "voice" for human resource development. The survey instruments are included. (JMC)

ED 308 927 PS 018 061

*Jacka, Brian*
Personality and Adult Perceptions of Childhood Dreams.

PUB DATE- 88
NOTE- 8p.; Paper presented at the Australian Developmental Conference (5th, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adults; *Cognitive Processes; *Early Experience; Foreign Countries; *Personality; *Recall (Psychology)
IDENTIFIERS- *Australia; *Dreams; Extraversion Introversion; Jung (Carl G)

This study used adult recall of childhood dreams to test Cann and Donderi's (1986) findings that Jungian intuitives recall more archetypal dreams than do sensate subjects, and that introverts recall more everyday dreams than extraverts. It was hypothesized that since dreams recalled from childhood are relatively high in archetypal content, there should be differences between the perceptions of childhood dreams by adult intuitives and sensate subjects, but no differences between introvert and extravert subjects. Participants were 67 volunteer final-year early childhood teacher-training students, each of whom completed the Myers-Briggs Type Indicator as a personality measure, and a Childhood Dream Questionnaire (CDQ). All subjects but one were female. Scores on the Intuition-Sensation and Introversion-Extraversion dimensions were correlated with CDQ item scores. In accord with the hypotheses, significant correlations were found with respect to Intuition-Sensation scores, and none for the Introversion-Extaversion dimension. (RH)

ED 308 957 PS 018 139

*Van Scoy, Irma J.*
The Primary Difference: What Makes Teaching in the Primary Grades Unique.
PUB DATE- Apr 89
NOTE- 14p.; Paper presented at the Annual Meeting of the Southern Association on Children Under Six (Richmond, VA, April 13-19, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Communication; Comparative Analysis; Elementary Education; *Grouping (Instructional Purposes); *Instructional Materials; Intermediate Grades; *Primary Education; *Teacher Behavior

Differences in teaching at primary and intermediate grade levels were investigated. Specific attention was given to differences in teacher behaviors, teacher communications, grouping, teacher control, and types of materials. Six primary classrooms and five intermediate classrooms were each observed for four 45-minute observation periods, yielding a total of 33 hours of data. In addition, observers, teachers, and five students from each of the same 11 classrooms responded to vignettes depicting classroom situations. Subjects' responses were coded for teacher behaviors, goals, and instructional methods. Analysis of observational data yielded significant differences in five of the nine hypotheses developed prior to the study. Compared with teachers in intermediate grades, primary teachers used significantly greater numbers of sanctions, procedural communications, and total teacher communications. Primary classrooms also used a greater proportion of small group instruction and concrete materials than did the intermediate. Analysis of subjects' responses to vignettes clarified these findings and added further detail. (Author/RH)

ED 308 972                                PS 018 166

*Melnick, Steven A.; Fiene, Richard*
Parent Attitudes toward School Effectiveness in the Harrisburg City School District's Elementary Division. Final Report.
**Pennsylvania State Univ., Middletown. Capitol Campus.**
PUB DATE- 7 Jun 89
NOTE- 63p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Demography; Educational Environment; Elementary Education; *Elementary Schools; Family School Relationship; Institutional Characteristics; Institutional Mission; Instructional Leadership; *Parent Attitudes; *School Effectiveness; Teacher Expectations of Students
IDENTIFIERS- Harrisburg City School District PA; Monitoring

A survey on parents' attitudes about school effectiveness in the early childhood and elementary programs was conducted in the Harrisburg, Pennsylvania, City School District. All students in grades K4 through 5 were given surveys to take home; 3,328 surveys were returned. The survey measured parental attitudes toward six dimensions of school effectiveness: (1) home-school relations; (2) clear school mission; (3) high expectations; (4) a safe and orderly environment; (5) instructional leadership; and (6) frequent monitoring of student progress. Findings indicate that relatively few parents gave negative marks to the Harrisburg City Schools. Parents who expressed an opinion gave the schools positive marks by more than a four to one margin. More than 60 percent of parents gave the elementary schools positive marks on all scales except the scale on instructional leadership. Parents were 70 percent positive on the frequent monitoring of student progress scale, 65 percent positive on the safe and orderly environment scale, 69 percent positive on the clear school mission scale, 52 percent positive on the instructional leadership scale, and 62 percent positive on the home-school relations scale. Recommendations for improvement are offered. The survey and related materials are appended. (RH)

ED 309 013 RC 017 139

*Morehouse, Diane L.*
Evaluating Interactive Television: Methods, Findings and Issues.
Analysis Based on Evaluation of Minnesota's Technology
Demonstration Program 1983-1987.
PUB DATE- 3 Aug 87
NOTE- 5p.; Paper presented at the Annual Conference on Teaching at a
Distance (3rd, August 3-6, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference
Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Technology; Elementary Secondary Education;
*Program Effectiveness; Program Evaluation; *Rural Education;
Student Attitudes; Teacher Attitudes
IDENTIFIERS- *Interactive Television; *Minnesota

This study evaluates interactive television (ITV) demonstration projects placed in Minnesota schools to minimize educational inequities between small, large, urban, and suburban districts. The basic data gathered for the first evaluation included exploratory interviews, document reviews, and case studies. The study found significant implementation delays caused by technical planning, negotiations of inter-district and inter-agency agreements, fundraising, and other factors. Student achievement analyses showed no consistent statistically significant difference in test scores. The paper concludes that the television medium and delivery of course content had no significant impact on student achievement levels. A great deal of interaction between students and teachers during the televised deliveries was observed, and students expressed very favorable attitudes toward the ITV classes. Teachers also expressed generally favorable attitudes about the technology, although they offered caveats involving participation and preparation. The implementation of ITV systems affects school districts in at least three ways: (1) it requires and promotes cooperation among districts; (2) it permits districts to offer an enlarged curriculum; and (3) it provides opportunities for expanded community and adult education. Minnesota's demonstration program has allowed, at least in the short term, the continued independent survival of a number of school districts that would otherwise have been forced to consolidate their programs. (TES)

ED 309 027 SE 050 643

*Langbort, Carol*
Making Math Leaders: The San Francisco Math Leadership Project. 1984-1988.

PUB DATE- 89
NOTE- 18p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Anaheim, CA, March 2-5, 1989). For the final evaluation report for project year 1986-87, see ED 289 715.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Improvement; Elementary Education; *Elementary School Mathematics; *Elementary School Teachers; *Inservice Teacher Education; *Instructional Leadership; *Leadership Training; Mathematics Anxiety; *Mathematics Instruction; Mathematics Skills; Mathematics Teachers; Mathematics Tests; Summer Programs; Teacher Attitudes; Teacher Improvement; Test Anxiety
IDENTIFIERS- *California

The San Francisco Math Leadership Project is an attempt to re-educate elementary teachers, many of whom do not consider mathematics their favorite subject and have limited mathematics backgrounds. The task is to increase the mathematics knowledge of these teachers and build their confidence in their own ability to do mathematics and to teach it. Leadership development begins with a 4-week summer institute and continues with workshops presented by participants at their school sites. In this paper, discussions include background of former participants, goals of the project, and leadership activities of former participants. Three graphs and three tables are included, as well as survey forms and responses. (DC)

ED 309 042 SE 050 683

*Chakroff, Marilyn; Druben, Laurel, Ed.*
Cultivo y Manejo de Estanques Pesqueros de Agua Fresca (Freshwater Fish Pond Culture and Management). Appropriate Technologies for Development. Manual M-1D.
**Peace Corps, Washington, DC. Information Collection and Exchange Div.**
PUB DATE- Jan 83
NOTE- 185p.; For English edition, see ED 242 565; for French edition, see SE 050 682. Drawings may not reproduce well.
LANGUAGE- Spanish
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Translations (170) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Agricultural Production; Animals; *Design Requirements; Developing Nations; *Fisheries; *Ichthyology; Postsecondary Education; Technology Transfer
IDENTIFIERS- *Aquaculture; *Fishes; Peace Corps

This is the Spanish translation of a "how-to" manual, designed as a working and teaching tool for extension agents as they establish and/or maintain local fish pond operations. The manual presents information to facilitate technology transfer and to provide a clear guide for warm water fish pond construction and management. Major topic areas considered include: (1) selecting the site and type of fish farm; (2) selecting the appropriate fish; (3) constructing, preparing, managing, and harvesting the pond; (4) preserving fish; (5) problems of fish in ponds; and (6) methods of fish culture in places where ponds are not possible. A list of resources on various aspects of fish pond operation is included in an appendix. (CW)

ED 309 073 SE 050 726

*Neilander, Dennis K.; Sacarto, Douglas M.*
Abestos in Buildings: The State Role.
**National Conference of State Legislatures, Denver, CO.**
REPORT NO.- ISBN-1-55516-192-8
PUB DATE- Apr 88
NOTE- 10p.
AVAILABLE FROM- National Conference of State Legislatures Book Order Department, 1050 17th Street, Suite 2100, Denver, CO 80265 (free to legislative leaders, council and research directors, legislative librarians, and selected groups for each issue).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Legal/Legislative/Regulatory Materials (090) Collected Works - Serials (022)
DESCRIPTORS- Air Pollution; *Asbestos; *Buildings; Cancer; *Construction Materials; *Government Role; *Hazardous Materials; Legislation; Physical Health; Public Administration; Public Policy; State Action; *State Government

The widespread use of asbestos for several decades in building construction has created major public health concerns for state governments. If asbestos is not thoroughly bound in cement, plaster, resin or some other stable material, it will flake and powder, releasing countless microscopic fibers into the air. Asbestos fibers penetrate deep into the respiratory tract and are not readily ejected by the lungs' defense mechanisms. The fibers scar the lung tissues and may cause cancer. This State Legislative Report examines issues confronting states in managing health hazards associated with asbestos materials in buildings. The requirements imposed on states by the 1986 Asbestos Hazard Emergency Response Act (AHERA) are analyzed. Current federal and state responses to managing asbestos are also discussed. The report emphasizes legislative issues in state accreditation of asbestos professionals, which is mandated by federal law. Accreditation programs were required in most states by August, 1988. (CW)

ED 308 704 FL 018 062

*Alam, Yukiko Sasaki*
Event Types, the Properties and Lexical Entry for the Japanese Aspectual Auxiliary Verb IR-.
PUB DATE- Oct 86
NOTE- 14p.; In: Proceedings of the Annual Eastern States Conference on Linguistics (3rd, Pittsburgh, PA, October 10-11, 1986). The complete Proceedings are available from the Dept. of Linguistics, Ohio State University, Columbus.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cluster Grouping; *Japanese; Language Research; Structural Analysis (Linguistics); Uncommonly Taught Languages; Verbs
IDENTIFIERS- *Aspect (Verbs); *Auxiliary Verbs; Propositions (Grammar)

A classification of propositions (consisting of a verb and its arguments) is presented with a stipulation of the properties of each type, and clarification is given for how the classfication and the properties function in the interaction between propositions and Japanese aspectual auxiliary verbs. The different types of verbs include: (1) state types (indicating state of being); (2) activity types (specifying a particular ongoing action); (3) accomplishment types (identifying an activity toward a particular object or concept); (4) achievement types (indicating the completion of an action); (5) plural completion types (indicating completion of an event that was performed more than once); and (6) plural activity types (indicating that an activity was performed more than once). The propositions and properties of each verb type are discussed in the context of the Japanese verb "ir-" in the following areas: general rules for the auxiliary verb "ir-"; aspect of state resulting from action; aspect of experience; aspect of iterative event, and aspect of ongoing event. (DJD)

ED 308 748 HE 022 520

*Mingle, James R.*
The Political Meaning of Quality.
PUB DATE- May 89
NOTE- 5p.
AVAILABLE FROM- AAHE Bulletin, One Dupont Circle, Suite 600, Washington, DC 20036.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Accountability; Consumer Protection; Educational Improvement; *Educational Quality; Excellence in Education; Federal Aid; Financial Support; Higher Education; Institutional Survival; Political Attitudes; Quality Control; State Aid

Quality as a political goal for public higher education is discussed, and its fuller acceptance at the state over the federal level is noted. Federal policy is driven by values associated with access, need, and equity. State leaders are using a rhetoric of quality and excellence, incentives for high achievement, rigor, and merit. One reason the cause of quality has been taken up by people in higher education has been its extraordinary usefulness as a rationale for generating new income. In the 1980s, higher education institutions needed quality funding to move ahead. They had to act on three fronts to protect their resource base (market their products aggressively, diversify their product line, and convince patrons that added support was needed though workload declined). Quality funding has been added, but usually with prescribed state objectives (e.g. economic development). Today, institutions accepting state money must accept strings. Political roots of the quality movement are explained, noting this movement in its evolution over the past 10 years has developed certain articles of faith (e.g. the public sector should be stratified, and institutions should serve the cause of economic development). The political meaning of accountability is discussed, noting state accountability systems flounder due to inherent decentralization of the educational process. New mechanisms of accountability are noted. One strategy that states may use more aggressively in the future is public disclosure. The question that remains is whether this new wave of political interest in quality will fundamentally alter and improve higher education. (SM)

ED 308 777 HE 022 746

*Weeks, Ann A.; Wurster, Carol L.*
A Multi-Dimensional Analysis of Transfer Students to and from a Public, Liberal Arts College. AIR 1989 Annual Forum Paper.
PUB DATE- May 89
NOTE- 24p.; Paper presented at the Annual Forum of the Association for Institutional Research (29th, Baltimore, MD, April 30-May 3, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Persistence; College Applicants; College Students; *College Transfer Students; *Demography; *Enrollment; Higher Education; Institutional Research; Liberal Arts; Public Colleges; Student Attitudes; Student Recruitment
IDENTIFIERS- *AIR Forum

Six research avenues were used to study transfer students for recruitment and enrollment management purposes: (1) current application, enrollment and program data of transfer students were examined; (2) internal persistence rates of transfer student cohorts were tracked for 6 years; (3) persistence rates of transfer students after 1 year were compared to persistence rates of transfer students in other colleges; (4) transfer student demographic data were analyzed; (5) transfer student satisfaction indices were examined; and (6) the market share of eight regional colleges for two-year college graduates was compared. Results included the following: both persistence and graduation rates of full-time transfer students within the college were more than double the persistence rates of first-time, entering students; distinct differences were noted between transfer students and other students in both demographics and satisfaction; transfer students were more likely to stop-out than drop-out; and their reasons for leaving were more likely to be financial or job-related than dissatisfaction with the institution. Contains 10 references. (Author/KM)

ED 308 792 HE 022 761

*Woods, Janet L.*
Factors Associated with Gift Income in Public Research and Doctoral Granting Institutions.
PUB DATE- May 87
NOTE- 242p.; Doctoral Dissertation, Washington State University. Outstanding doctoral dissertation for 1988, John Grenzebach Awards for Outstanding Research in Philanthropy for Education, cosponsored by the American Association of Fund-Raising Counsel Trust for Philanthropy and the Council for the Advancement and Support of Education.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041) Tests, Questionnaires, Evaluation Instruments (160) Reports - Research/Technical (143)
DESCRIPTORS- Doctoral Degrees; *Donors; Educational Finance; Federal Aid; *Fund Raising; Higher Education; *Income; Institutional Advancement; Institutional Characteristics; *Private Financial Support; Public Colleges; *Research Universities; State Aid
IDENTIFIERS- Auburn University AL

Information is presented on a study to determine which of several institutional characteristics are associated most closely with an institution's gift income and to determine which fund raising practices and programs are utilized in selected institutions. The study focused on public institutions with Carnegie classifications of Research I and II (RI and RII) and Doctoral Granting I and II (DGI and DGII). Results showed that factors associated with federal and state support plus an institution's endowment market value were most significantly related to an institution's gift income index. Three variables were significantly related to the gift income index for all the institutions (number of alumni, federal research and development, and educational and general expenditures). Fourteen appendices are: listing of all RI and RII institutions; listing of all DGI and DGII institutions; institutions identified in this study per classification; summary of data collection resources; institutional fund raising questionnaire; cover letter; variables and units of measure; strength of relationship guideline; generalized regression equation; a regression equation computation for Auburn University; computer printout of regression equation results for Auburn University; correlation coefficients for all gift income sources; correlation coefficients for all institutional variables; and results for all multiple regression equations. (SM)

ED 308 805 IR 013 865

*Simonson, Michael R., Ed.; Frey, Diane, Ed.*

Proceedings of Selected Research Paper Presentations at the Convention of the Association for Educational Communications and Technology and Sponsored by the Research and Theory Division (11th, Dallas, Texas, February 1-5, 1989).

PUB DATE- Feb 89

NOTE- 674p.; For individual papers of this conference, see IR 013 866-911. For the proceedings of the 1987 and 1988 conferences, see ED 285 518 and ED 295 621.

LANGUAGE- English

EDRS Price - MF04/PC27 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021) Reports - Research/Technical (143)

DESCRIPTORS- *Cognitive Psychology; *Computer Assisted Instruction; *Educational Technology; *Instructional Design; *Learning Theories; Media Research; Psychological Studies

IDENTIFIERS- AECT Research and Theory Division Meeting

The 46 papers is this volume represent some of the most current thinking in educational communications and technology. Individual papers address the following topics: gender differences in the selection of elective computer science courses and in the selection of non-traditional careers; instruction for individuals with different cognitive styles; the teacher's role in integrating instructional technology; affective-cognitive learning; factors influencing mental effort; educational technology and integration; computer screen layout design; graphic format, cognitive style, and recall of quantitative data; semiotic theory and educational

technology; international students and the use of educational media in their home countries; teachers and technology; elementary teachers, psychological types, and uses of educational computing; computer-based instruction, problem-solving skills, and middle-level students; secondary computer-based instruction in macroeconomics; distance education; learner control and interactive video; rules and higher order rules; satellite communications and high school education; best colors for audiovisual materials instruction; structure and organization in instructional text; instructional plans and situated learning; microcomputer-based instruction program strategies and verbal and visual testing; intelligent computer-assisted instruction; Fishbein Model and normative influences on behavior; and skipping of subordinate skills. Also included are a symposium on interactive video and Richard Clark's media research. Cumulative author and descriptor indexes for the 1989 conference proceedings are provided. (CGD)

ED 308 818 IR 013 878

*Slee, Elisa J.*
A Review of the Research on Interactive Video.
PUB DATE- Feb 89
NOTE- 22p.; In: Proceedings of Selected Research Papers presented at the Annual Meeting of the Association for Educational Communications and Technology (Dallas, TX, February 1-5, 1989). For the complete proceedings, see IR 013 865. For related papers, see IR 013 873-877.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Affective Measures; *Cognitive Style; Cost Effectiveness; Economics; Instructional Design; *Instructional Effectiveness; *Interactive Video; Learning Processes; *Media Research; Psychological Studies; Research Design

This review of the literature on interactive video examines research and evaluation reports in the context of the continuing debate over the effectiveness of media debate and Richard E. Clark's argument that media do not have a substantial impact on learning. The literature is examined from four perspectives: (1) behavioral issues (e.g., whether videodisc based programs have helped teachers achieve high levels of student mastery for large and diverse classes); (2) cognitive issues (whether media can activate mental skills); (3) affective issues (whether a learner has a particular preference for a type of medium and how much effort he/she has to invest in order to learn a particular task); and (4) economics and cost-effectiveness (what kind of cost-effectiveness studies can be conducted to examine the role of interactive video in increasing learning efficiency). It is noted that Clark is viewed as being accurate in suggesting that the wrong questions are being addressed in terms of the effectiveness of interactive video. Concluding remarks point out that the literature indicates that new variables are being researched in media comparison studies that might result in more generalizable findings; that the promise for future media research lies in using interactive video as a research tool; and that the need exists to conduct evaluation studies on the medium itself in order to optimize its features and capabilities. Three tables are appended which summarize some of the principal research that has been done on interactive video to date. (39 references) (CGD)

ED 308 831 IR 013 891

*Richards, David R.*
A Comparison of Three Computer-Generated Feedback Strategies.
PUB DATE- Feb 89
NOTE- 12p.; In: Proceedings of Selected Research Papers presented at the Annual Meeting of the Association for Educational Communications and Technology (Dallas, TX, February 1-5, 1989). For the complete proceedings, see IR 013 865.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Analysis of Variance; *Cognitive Style; *Computer Assisted Instruction; Computer Software; *Feedback; Higher Education; *Instructional Design; *Intermode Differences; *Learning Strategies; Media Research; Pacing; Programed Instruction

This study explores a relatively new area of computer research, i.e., utilization of computer-generated feedback based upon the knowledge gained in both written and computer-based instruction. One hundred and twenty-six freshmen and sophomore college students from a variety of academic majors volunteered for this study. The instructional materials included a 2,000 word script which described the parts and functions of the human heart. A self-paced computer program allowed the students to look at a series of 38 instructional frames of the heart, with associated graphics, and provided feedback to required student responses. Three major instructional treatment groups were established: simple, covert, and overt feedback. Four posttests were administered (drawing, identification, terminology, and comprehension tests), and a one-factor ANOVA was used to analyze scores for each of the four tests. The various types of feedback had different effects on the objectives measured by the posttests and also had a significant effect on the drawing test, which evaluated the student's ability to construct and reproduce items in their appropriate context. These results emphasize the fact that non-drill lessons do not automatically ensure increased learning of the content material; that all methods of computer-generated feedback are not equally effective in facilitating student achievement of different educational objectives; and that there is a need for further research on new methods to make computer-generated feedback more effective for the learner. (29 references) (CGD)

ED 308 844 IR 013 904

*Streibel, Michael J.*
Instructional Plans and Situated Learning: The Challenge of Suchman's Theory of Situated Action for Instructional Designers and Instructional Systems.
PUB DATE- Feb 89
NOTE- 35p.; In: Proceedings of Selected Research Papers presented at the Annual Meeting of the Association for Educational Communications and Technology (Dallas, TX, February 1-5, 1989). For the complete proceedings, see IR 013 865.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Processes; *Epistemology; Human Factors Engineering; *Instructional Design; *Instructional Development; *Instructional Systems; Interaction; Learning Strategies
IDENTIFIERS- Xerox Corporation

This paper discusses the implications of Lucy Suchman's conclusion that a theory of situated action--i.e., the actual sense that specific users make out of specific Xeroxing events--is truer to the lived experience of Xerox users than a cognitive account of the user's plans--e.g., the hierarchy of subprocedures for how Xerox machines should be used. It is argued that this distinction poses a challenge for cognitively based instructional design because it leads to two questions: whether instructional plans should be designed into instructional systems in order to control instructional interactions when the users of such systems learn in a situated-action manner and not in a plan-based manner, and whether any instructional or learning theory should be used to guide the actions of teachers or learners. Suchman's ideas about plans and situated actions, as well as the implications of these ideas for the design and use of instructional systems, are discussed under the following subheadings: plans and instructional systems; the problematic of plans and instructional practice; plans and situated actions; and plans and situated learning. A brief analysis of the work of John Seely Brown, who is a colleague of Suchman at the Xerox Palo Alto (California) Research Center and one of the founders of the field of intelligent tutoring systems, is then presented. The paper concludes with a discussion of Brown's contention that situated learning is a more accurate account of the phenomena of how people actually learn in the presence of intelligent tutoring systems than the cognitive theory of plans. Appended are 10 graphic representations of various topics discussed in the paper, e.g., the cognitivist paradigm, instructional systems, and aspects of cognition. (27 references) (CGD)

ED 308 858 IR 014 118

*Ely, Donald P.*
Trends in Educational Technology: 1989. ERIC Digest.
**ERIC Clearinghouse on Information Resources, Syracuse, N.Y.**
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- EDO-IR-89-6
PUB DATE- Sep 89
NOTE- 4p.
CONTRACT- RI88062008
AVAILABLE FROM- ERIC Clearinghouse on Information Resources, 030 Huntington Hall, Syracuse University, Syracuse, NY 13244-2340 (free while supply lasts).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reports - Descriptive (Program/Project Descriptions) (141) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Case Studies; Computers; Content Analysis; *Delivery Systems; *Distance Education; *Educational Technology; *Educational Trends; Elementary Secondary Education; Higher Education; Instructional Development; *Professional Personnel; Teacher Education; Telecommunications; Videotape Recordings
IDENTIFIERS- ERIC Digests

In order to identify and document the pervasive trends in the field of educational technology, an elaborate content review of the professional literature was performed. Literature examined included journals, conference proceedings, ERIC Resources in Education (RIE) documents, annuals and yearbooks, and dissertations. The trends that were identified include: (1) the design, development and evaluation of instructional materials and procedures are a primary concern among practitioners of educational technology; (2) professional education for teachers in the use of educational technology principles and practices is seen as a basic need for present and future professional service; (3) distance education is becoming a significant delivery system; (4) the computer is the dominant medium in the field, and telecommunications and video follow close behind; (5) the role of the educational technologist is unclear and varies from location to location; (6) case studies serve as models to follow in the implementation of educational technology applications; (7) the field of educational technology is concerned about its status as a profession; and (8) educational technology principles, products, and practices are just beginning to be integrated into courses and curricula. (10 references) (GL)

ED 308 874 IR 052 856

*Brandhorst, Ted, Ed.*
A Bibliography of Publications about the Educational Resources Information Center (Covering the Period 1985-1988).
**ERIC Processing and Reference Facility, Rockville, MD.**
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 89
NOTE- 35p.; For editions covering earlier years, see ED 169 955 and ED 262 784.
CONTRACT- 300-87-0004
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reference Materials - Bibliographies (131) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Annotated Bibliographies; Clearinghouses; Comparative Analysis; *Databases; *Federal Programs; *Information Centers; Information Dissemination; Information Systems; Instructional Materials; Microforms; *Online Systems; *Optical Data Disks; Publications; *Search Strategies; Use Studies
IDENTIFIERS- *ERIC

The result of a comprehensive search for writings about the Educational Resources Information Center (ERIC) published between 1985 and 1988, this annotated bibliography lists 107 documents and journal articles about ERIC that were entered in the ERIC database during that period. The 1964-1978 edition cited 269 items. The 1979-1984 edition cited 131 items. With the 107 items cited in this 1985-1988 edition, this series of bibliographies now documents a total of 400 items written on the subject of ERIC (e.g., documents of historical interest in the development of ERIC; "How to" items whose object is to initiate the user into the system; cross-database comparisons involving ERIC; user surveys; evaluations of ERIC performance; reports describing particular computer search programs or efforts; ERIC in the context of educational R&D dissemination; reviews of ERIC practices or results; how to teach ERIC; thesaurus development; how ERIC relates to some subset of the educational community; ERIC and microforms; ERIC's current attributes, size, products, etc.). Entries are listed by ERIC accession number with the ED accession numbers (for documents) appearing first, followed by the EJ accession numbers (for journal articles). The usual ERIC abstracts (or annotations) and indexes (subject, author, and institution) are included. (MES)

ED 308 887                    JC 890 310

Attrition '89: A Survey of Non-Returning Students in Spring 1989. Research Report 89-04.

Cumberland County Coll., Vineland, N.J.

PUB DATE- Jul 89
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Persistence; Community Colleges; Continuing Education; *Dropout Characteristics; Dropouts; *Enrollment Influences; Followup Studies; Minority Groups; Questionnaires; Stopouts; *Student Attitudes; Student Attrition; *Student Educational Objectives; Two Year Colleges; *Two Year College Students; *Withdrawal (Education)

In 1989, a survey was conducted of Cumberland County College (CCC) students who enrolled in fall 1988 but did not return in spring 1989. Questionnaires were mailed to all 718 nonreturning students, requesting information on their educational goals, enrollment patterns, ratings of college services, reasons for not returning, and personal characteristics. Study findings, based on a 34.5% response rate, included the following: (1) 83% of the nonreturning students were enrolled part-time; (2) 58% had employment-related goals, and 71% were employed full time while attending school; (3) in comparison to CCC graduates, nonreturning students made less use of college support services and gave them lower ratings; (4) 16% of the nonreturning students gave financial reasons for not returning, 12.5% listed conflicts with job hours, 11.5% indicated that they had achieved their goal for enrolling, 8% listed personal or family illness or injury, and 6% reported dissatisfaction with course offerings; (5) in comparison with nonreturning students from previous years, fewer 1988-89 nonreturning students dropped out because they had transferred or because they had achieved their goals; and (6) 12% of the fall 1988 entering students were black, compared to 6% of the nonreturning students. The survey instrument is appended. (JMC)

ED 308 914 JC 890 350

Customized On-site Resource Training Services (CORTS): A Partnership Program.

Macquarie Univ., North Ryde (Australia). Special Education Centre.
SPONS. AGENCY- New Brunswick Community Coll., Moncton.
PUB DATE- Jan 89
NOTE- 36p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; Consultation Programs; *Cooperative Programs; *Inplant Programs; *Labor Force Development; Manufacturing Industry; Outcomes of Education; Program Implementation; Research and Development; *School Business Relationship; Small Businesses; *Technical Assistance; Technological Advancement; Two Year Colleges
IDENTIFIERS- *CAD CAM Programs

In 1983, New Brunswick Community College-Moncton (NBCCM) was awarded funding to establish a Computer Aided Drafting/Manufacturing (CAD/CAM) resource center to train students and assist industry in researching and adopting CAD/CAM technology. However, inherent constraints in industry and the absorption of college resources by in-house training defeated the technology transfer purpose of the resource center. In 1988, NBCCM established the Customized On-Site Resource Training Services (CORTS) partnership program to provide customized, on-site training; consultation; assistance in database and prototype development; short-run production assistance; and financial assistance services at a minimum cost to small and medium-sized companies. CORTS enables the firms to invest in their human resources and also provides the "no risk-no cost" tools necessary for firms to evaluate the potential for integrating new technology in their operations. CORTS is run on a year-round basis and is completely self-supporting. Outcomes of the project include the following: (1) during its first full year of operation, more than 60 firms enrolled in the CORTS program, including 48 service firms that received CAD training/consultation and 15 manufacturers that received CAM assistance in prototype development and short-run production services; (2) a majority of the participating firms implemented CAD/CAM technology within their operations; (3) several firms amalgamated in order to share high-technology resources and bid on larger contracts; (4) additional staff were recruited by firms and NBCCM; (5) demand for the program in New Brunswick and other maritime provinces increased; and (6) NBCCM became the focal point for technology transfer and service to small regional businesses. Appendixes provide information on the status of CORTS programs and services, company testimonials, and additional documentation. (JMC)

ED 308 942 PS 018 115

*Kahn, Peter H., Jr.*
The Components of Moral-Developmental Controversy: Issues and Methods.
PUB DATE- Apr 89
NOTE- 24p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Kansas City, MO, April 27-30, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cultural Differences; *Definitions; *Epistemology; *Individual Differences; *Moral Development; *Research Problems
IDENTIFIERS- Kohlberg (Lawrence); *Ontology; Theoretical Analysis

An analysis of four foundational issues in the study of moral development is provided. The four issues involve: (1) the definition of morality; (2) individual or cultural moral variation; (3) moral ontogeny; and (4) moral epistemology. The first section of the paper describes each issue. The second section is based on the argument that the four issues can be combined in six paired combinations, four of which often result in confusions or conflations in the theoretical and empirical research literature. Each of the four problematic combinations is discussed. It is suggested that while the content of moral-developmental controversies can vary widely, the sources of the controversies are often bounded by one or more of the four issues under consideration. Examples are offered of ways in which moral theory and research have confused evidence that pertains to two or more of the issues. While these issues are analytically distinct, they often can and should be brought together in moral theory and research. Approximately 75 references are cited. (RH)

ED 308 987 PS 018 194

*McManus, Margaret A.; And Others*

Guide to National Data on Maternal and Child Health with Special Emphasis on Financing Services for Chronically Ill Children.

**California Univ., San Francisco. Inst. for Health Policy Studies.; McManus Health Policy, Inc., Washington, DC.**

SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Office for Maternal and Child Health Services.

PUB DATE- Feb 86

NOTE- 257p.

GRANT- MCJ-063468

LANGUAGE- English

EDRS Price - MF01/PC11 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- Children; *Chronic Illness; Costs; Delivery Systems; Demography; *Financial Support; Health; Health Services; High Risk Persons; Identification; Indexes; Matrices; Mothers; *National Surveys; Research Problems

IDENTIFIERS- *Child Health; *Maternal Health; Service Utilization

The major purposes of this guide are to: (1) identify available national data on maternal and child health, with emphasis on costs of care and insurance coverage for chronically ill children; (2) explain to the reader how to use such data; and (3) offer recommendations for improving future collection and analysis of national data. The guide is organized into four sections. The introductory section includes the project overview and material on the organization and use of the guide. Part 1 includes findings and recommendations for improving national data for financing care for chronically ill children. Part 2 includes the inventory of 17 national surveys, with a survey index, matrices of 9 topic areas, survey summaries, and complete survey descriptions. Each survey is summarized in terms of the information collected on demographics, risk factors, health status, severity of illness, health services utilization, delivery system characteristics, health care expenditures, source of payment, and other special features. The appendix includes a medical subject headings index, a technical assistance section, selected references, and a reference guide to related health data inventories. The Medical Subject Headings Key Words and the matrices are intended to quickly guide readers to the national survey most relevant to their interest. (RH)

ED 309 000 RC 017 107

*Hoover, Wesley; And Others*
Staff Development in Rural, Small Schools: A View from Rural Educators in the Southwest.
**Southwest Educational Development Lab., Austin, Tex.**
PUB DATE- Jan 89
NOTE- 55p.
AVAILABLE FROM- Southwest Educational Development Laboratory, 211 East Seventh Street, Austin, TX 78701 ($8.00 prepaid).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Continuing Education; Elementary School Teachers; Elementary Secondary Education; *Faculty Development; Interviews; Mail Surveys; Principals; *Professional Development; *Rural Schools; Secondary School Teachers; *Small Schools; *Staff Development
IDENTIFIERS- *United States (Southwest)

Little information exists to provide an accurate portrait of education in small rural schools, including staff development practices and needs in such schools. The Southwest Educational Development Laboratory conducted a review of literature and a survey of rural educators in the Southwest concerning staff development in their schools. The survey represented an initial effort to describe the staff development activities that existed in rural small schools and the staff development activities that educators working at these schools actually preferred. A sample was drawn from Arkansas, Louisiana, New Mexico, Oklahoma, and Texas, for survey purposes, and structured interviews were conducted with 20 teachers. Results of the survey indicated that 80% of the respondents regularly participate in multiple staff development activities during the school year. The most frequent activities consist of one-shot lectures given by consultants from outside the district with little follow-up provided for the participants. The data also suggest that staff development activities are not typically planned and initiated at the local level, but from the top down, perhaps reflecting the fact that staff development is not based on local needs. While the data suggest strong tendencies towards episodic staff development, there are also signs of an emerging locally driven system as well. Topics covered were wide-ranging, from the basic to the controversial. The topics considered most relevant were those that offer immediately useful materials, or specific, directly applicable skills. Survey information is presented in 12 data tables. This document contains 31 references and a copy of the Staff Development Questionnaire. (ALL)

ED 309 058 SE 050 711

*Johnson, James R.*
Technology: Report of the Project 2061 Phase I Technology Panel.
**American Association for the Advancement of Science, Washington, D.C.**
SPONS. AGENCY- Andrew W. Mellon Foundation, New York, N.Y.; Carnegie Corp. of New York, N.Y.
REPORT NO.- AAAS-89-06S; ISBN-0-87168-347-4
PUB DATE- 89
NOTE- 44p.; For other Project 2061 panel reports, see SE 050 707-711; for overview and summary, see SE 050 712-713.
AVAILABLE FROM- AAAS Books, Dept. 2061, P.O. Box 753, Waldorf, MD 20604 (for price, contact AAAS offices; quantity prices available).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary School Science; Elementary Secondary Education; *Fundamental Concepts; Futures (of Society); Science Activities; *Science and Society; *Science Course Improvement Projects; Scientific and Technical Information; Secondary School Science; *Technological Literacy; *Technology
IDENTIFIERS- Project 2061 (AAAS); *Science Policy

This is one of five panel reports that have been prepared as part of the first phase of Project 2061, a long-term, multipurpose undertaking of the American Association for the Advancement of Science designed to help reform science, mathematics, and technology education in the United States. Major sections included are: (1) "Introduction" (describing the nature of technology); (2) "Technology and Education" (discussing a framework for technology, course of technology education, integrated programs, aspects of technology education, conceptual learning and experience, and interface of technology and society); and (3) "The Technologies" (covering fields such as materials, energy, manufacturing, agriculture and food, biotechnology and medical technology, the environment, communications, electronics, computer technology, transportation, and space). The members of the panel and consultants are listed. (YP)

ED 308 734 HE 022 436

Utilization of Residence Hall Facilities, Fall 1988 with Trends from Fall 1979. Report Number 9-89.

**State Univ. of New York, Albany. Central Staff Office of Institutional Research.**

PUB DATE- Apr 89
NOTE- 81p.
AVAILABLE FROM- Office of Institutional Research, State University of New York, State University Plaza, New York, NY 12246.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110) Reference Materials - Bibliographies (131)
DESCRIPTORS- *Dormitories; Educational Facilities; Higher Education; *Income; Residential Colleges; *Space Utilization; State Colleges
IDENTIFIERS- *State University of New York Albany

The fifteenth annual survey of utilization of residence hall facilities at the State University of New York was conducted in the fall of 1988. Part 1 presents seven detailed tables of data including utilization of original design capacity, utilization by institution, utilization and student occupancy of net revenue-producing adjusted design capacity, other revenue-producing utilization, and resident assistant bed rental waivers. Part 2 presents six tables of data including trends, fall 1979 through fall 1988, in utilization of net revenue-producing adjusted design capacity, utilization by institution, non-revenue assignments, other revenue-producing utilization, and number of students per resident assistant. A publications list is also provided. A publications list of the central staff office of institutional research constitutes part 3 of this document. (KM)

ED 308 720 FL 018 084

*Powers, Joyce*
On the Government of Mutation in Welsh.
PUB DATE- Oct 87
NOTE- 15p.; In: Proceedings of the Annual Eastern States Conference on Linguistics (4th, Columbus, OH, October 2-4, 1987). The complete Proceedings are available from the Dept. of Linguistics, Ohio State University, Columbus.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Consonants; *Linguistic Theory; *Morphophonemics; *Structural Analysis (Linguistics); *Syntax; Uncommonly Taught Languages; *Welsh
IDENTIFIERS- Agreement (Grammar); *Consonant Mutation; Inflection (Grammar)

An examination focuses on several instances in which consonant mutation, whereby the initial consonant of a word or constituent undergoes morphophonological changes, occurs in standard literary Welsh. The syntactic and morphological means by which these mutations take place are considered, with emphasis on how an account of these mutations fits into the modular theory of grammar. The possibility that these mutations are the result of subcategorization or agreement is rejected, and it is concluded that the mutations that appear on the NP objects of Ps are the result of syntactic government; this analysis depends on the margin feature to correctly place mutations. Government is not the correct explanation for mutations triggered by genitive markers. An analysis of the these markers as phrasal affixes that require special syntactic branching and which govern mutations is rejected. These markers are instead edge-located inflections that serve as agreement markers and are associated with mutations. (DJD)

ED 308 762 HE 022 731

*Vines, Robert F.; Moden, Gary O.*
Marketing Research at Regional Campuses. AIR 1989 Annual Forum Paper.
PUB DATE- May 89
NOTE- 21p.; Paper presented at the Annual Forum of the Association for Institutional Research (29th, Baltimore, MD, April 30-May 3, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- College Admission; *College Applicants; *College Choice; Enrollment Trends; Higher Education; Institutional Research; *Marketing; *Student Attitudes; Student Motivation; Surveys; Two Year Colleges
IDENTIFIERS- *AIR Forum; Ohio University Athens

The marketing tools and techniques of the main campus of Ohio University, Athens, were used to carry out an admission marketing research project to aid its five two-year regional campuses. A survey instrument was sent to 897 admitted applicants for fall 1988 in mid-August, with a followup in early September. Response rate was 41%. The survey attempted to measure differences in student perceptions concerning the primary competitors of the five regional campuses. Results are presented for responses rated as very positive for: location and setting, financial aid, distance of the campus from home, extracurricular activities, varsity athletic program, campus size, academic reputation, cost, relative or alumni who attended, academic program/major, admissions correspondence, campus visit, talk with admissions representative, talk with faculty, high school counselor, high school teacher, friends' opinion, and media reports. Results included the following: (1) 68% of those attending and those not attending rated location and setting as very positive; (2) cost had a 54% very positive rating among attenders; and (3) 37% of those attending rated academic program/major as very positive. Contains 5 references. (KM)

ED 308 928 PS 018 062

*Halliwell, Gail*
The Leafy Wood State School Story: A Study of Teachers Changing
Curriculum Practice in Early Childhood Settings for Five and Six
Year Olds.
**Brisbane Coll. of Advanced Education, Kelvin Grove (Australia).**
**School of Early Childhood Studies.**
SPONS. AGENCY- Queensland Dept. of Education, Brisbane (Australia).
REPORT NO.- ISBN-0-86856-772-8
PUB DATE- Mar 89
NOTE- 145p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use

(055)
DESCRIPTORS- *Change Strategies; *Curriculum Development; Early Childhood Education; *Educational Innovation; *Educational Strategies; *Elementary School Curriculum; Foreign Countries; Individual Differences; Instructional Innovation; Primary Education; Young Children
IDENTIFIERS- Australia (Queensland); Hands on Experience; Mixed Age Groups

This paper discusses the process involved in a change in curriculum at the Leafy Wood State School of Australia. The change involved most children who began attending the school in 1985 and 1986 (about 180 children aged 5, 6, and 7 years), their parents, 8 teachers, and the school administration team. The decision to change the style of curriculum was related to a concern that too many young children were kept at a disadvantage by curriculum practices in which all children were presented with the same learning experiences at the same time. This report looks at teachers' efforts to create and implement a curriculum which would cater to developmental differences among learners. This curriculum was based on mixed-age classes and hands on activity. Issues and events that influenced teacher actions are discussed. Topics of the report include: (1) preparation for change in the second semester of 1985; (2) the process of getting started; (3) consolidation; (4) facilitation of the learning process; and (5) tentative plans for future changes. Included in the text are photographs, policy and proposal statements, letters to parents and teachers, interviews, and journal entries. (RJC)

ED 309 043 SE 050 685

*O'Hara, Kathy; And Others*
Texas Coastal Cleanup Report, 1986.
**Center for Environmental Education, Washington, D.C.**
PUB DATE- 87
NOTE- 56p.; Photographs may not reproduce well.
AVAILABLE FROM- Center for Marine Conservation, 1725 DeSales St., NW, Washington, DC 20036 ($5.00).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Ecological Factors; *Environmental Education;

Government Role; Hazardous Materials; Marine Biology; *Marine Education; Physical Environment; Plastics; Poisons; *Pollution; Science Education; *Solid Wastes; *Waste Disposal; Water; Wildlife
IDENTIFIERS- *Beaches

During the 1986 Coastweek, a national event dedicated to improvement of the marine environment, a large beach cleanup was organized on the Texas coast. The goals of the cleanup were to create public awareness of the problems caused by marine debris, and to collect data on the types and quantities of debris found on the Texas coastline. The document addresses the following topics: (1) "Organization of the Texas Coastal Cleanup"; (2) "Cleanup Activities on September 20"; (3) "Results"; (4) "Sources of Debris"; (5) "Distribution of Debris"; (6) "Drums"; (7) "Entanglement"; (8) "Conclusions"; (9) "Recommendations" (for government and industry); and (10) "Proclamations and Recognition." Appendices include lists of contributors, cleanup zone captains, and steering committee members. (CW)

ED 308 690 FL 017 966

*Koonce, Maria H.; Urich, Ted R.*
Foreign Language: Do It Right!
PUB DATE- 89
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Class Size; *Educational Change; Elementary Secondary Education; FLES; Graduation Requirements; Grouping (Instructional Purposes); Honors Curriculum; *Required Courses; *Second Language Instruction; State Legislation
IDENTIFIERS- Florida; North Carolina

The increases in the number and level of foreign language requirements in school systems throughout the country are explained, and the problems and concerns that stem from these changes are described. Solutions to these problems are enumerated, including: (1) reducing class size; (2) increasing foreign language entrance requirements for both secondary and postsecondary educational levels; and (3) offering basal and honors sections at each level of foreign language instruction. A review of the literature on the success of foreign language in the elementary schools (FLES) programs is offered as a basis for the assertion that foreign language study should begin in the elementary schools, thus expanding the years of study of a foreign language. Finally, the status of legislation pertaining to foreign language study in Florida and North Carolina is briefly discussed. (DJD)

ED 308 705　　　　　　　　　FL 018 065

*Fillmore, Lily Wong*
Language and Education.
PUB DATE- Oct 86
NOTE- 16p.; In: Proceedings of the Annual Eastern States Conference on Linguistics (3rd, Pittsburgh, PA, October 10-11, The complete Proceedings are available from the Dept. of Linguistics, Ohio State University, Columbus.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Speeches, Conference Papers, "Papers Presented at..." (150)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Achievement; Black Dialects; Comparative Analysis; Dialect Studies; Educational Objectives; *Educational Research; *Educational Researchers; English (Second Language); Language of Instruction; Language Proficiency; *Language Research; Language Skills; Literacy; Measures (Individuals); *Research Methodology; Second Language Instruction
IDENTIFIERS- *Linguists

The relationship between language and education is considered, focusing on the central role of language in learning, and two kinds of research concerned with language and educational issues are discussed. Linguistic research focuses on the language aspects and treats the educational aspect as the contextual surrounding of the problem. Educational research focuses on the learning aspect of the problem and sees language as a variable that could explain the outcome. Differences between linguists and educational researchers' domains of interest reflect important differences in their initial assumptions and in how they interpret the evidence. A review of research in dialect variation, specifically Black English Vernacular, and its effect on academic achievement is reported from both a linguistic and educational approach. The application of linguistic issues to educational problems such as literacy, the effects of dialects on learning, how well teachers use the language, and how well students understand the language of instruction is highlighted, and research on language teaching, language proficiency and schooling, language proficiency assessment, and training is discussed. It is concluded that both educators and linguists can learn much from each other. (DJD)

ED 308 735 HE 022 437

*Blais, Kathleen Koernig; Frock, Terri*
Nursing Faculty Participation in Professional Organizations.
PUB DATE- Jun 87
NOTE- 13p.; This study was conducted with the assistance of the Florida Nurses Association.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Faculty; Higher Education; Mail Surveys; *Nursing; Nursing Education; *Professional Associations; Teacher Participation

A survey was conducted of nursing faculty participation in professional organizations. A survey instrument was developed and submitted to three faculty in two schools of nursing for critique of content validity; questions related to both demographics and membership and participation in the Florida Nurses Association/American Nurses Association (FNA/ANA) and other professional organizations. Questionnaires were distributed, through deans and directors of schools of nursing in Florida, to 440 nursing faculty; 180 responses were returned, for a response rate of 41%. Results included the following: (1) membership was indicated in 40 professional nursing organizations, with 43% indicating no membership, 21.2% with one membership, and 21% with two memberships; (2) 42% identified professional responsibility as the reason for belonging to FNA/ANA, and 38% indicated cost was their reason for not belonging; and (3) 3% indicated that membership was required by their employing organization, 72% indicated that it was recommended, and 26% indicated that it was neither required nor recommended. Concern is expressed about the large number of professional organizations to which nurses can belong in that such diversion of unity can lead to reduced power for the profession. Contains seven references. (KM)

ED 308 778 HE 022 747

*Benjamin, Don-Paul; Chambers, Stephen L.*

Native American Persistence in Higher Education: Toward a Competency Model. AIR 1989 Annual Forum Paper.

PUB DATE- May 89
NOTE- 26p.; Paper presented at the Annual Forum of the Association for Institutional Research (29th, Baltimore, MD, April 30-May 3, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Persistence; *American Indians; *College Students; *Cultural Differences; Ethnic Groups; Higher Education; Institutional Research; Student Attitudes; *Student Characteristics; Success
IDENTIFIERS- *AIR Forum; Diversity (Student)

Studies of student persistence in higher education often concentrate on members of ethnic minority groups who fail to persist. A study was conducted concentrating on the successes of persisting students and representing a preliminary effort to develop a model of student competency. The population consisted of 70 new first-time full-time Native American freshmen enrolled at a southwestern state university in fall, 1984. Results included the following: (1) traditional-age students tended to persist at a higher rate than more mature students; (2) 1 year after entry, few persisters were from the bottom half of their graduating class; and (3) no conditionally admitted students persisted after 3 years. Portions of interviews with selected students are provided, and cultural difference connected to persistence are discussed. Findings suggested that higher education must develop an appreciation for cultural diversity in defining and reinforcing student competencies which enhance persistence. Contains 50 references. (Author/KM)

*Nelson-Le Gall, Sharon; Jones, Elaine*

Cognitive-Motivational Influences on the Task-Related Help-Seeking Behavior of Black Children.

SPONS. AGENCY- Rockefeller Foundation, New York, N.Y.
PUB DATE- Apr 89
NOTE- 21p.; An earlier version of this paper was presented at the Biennial Meeting of the Society for Research in Child Development (Kansas City, MO, April 27-30, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Black Youth; Cognitive Processes; Elementary Education; *Elementary School Students; Grade 3; Grade 5; *Help Seeking; *Self Evaluation (Individuals); Student Motivation

The study examined relationships between children's mastery motivation, self-assessment of performance, and task-related help-seeking behavior during task performance. A total of 79 average-achieving black elementary school students in the third- and fifth-grades, who varied in mastery motivation, performed a multi-trial verbal task and were given the opportunity to seek help on each trial after making a tentative response and assessing their performance by rating their confidence in the correctness of the response. A response-contingent payoff system was implemented to encourage children to restrict their help-seeking to those instances in which they perceived that they could not make a correct response without assistance. As predicted, children's self-assessments of performance, regardless of their accuracy, appeared to influence help-seeking more than the actual performance outcomes. Neither children's self-assessments of performance nor their overall rate of help-seeking varied with level of measured mastery motivation. However, the type of help sought did vary as expected with mastery motivation. Differences in motivational orientation influenced requests for help only when children perceived their initial solutions to be incorrect. These findings are discussed in the context of the analyses of help-seeking as an instrumental learning and achievement strategy. Implications for analyses of black children's achievement styles are highlighted. (RH)

ED 308 958 PS 018 140

*Cauzinille-Marmeche, E.; Mathieu, J.*
Be Successful without Understanding? The Acquisition of Game Strategies by 7- to 15-Year-Old Children.
PUB DATE- Apr 89
NOTE- 19p.; Paper presented at the Annual Meeting of the Society for Research in Child Development (Kansas City, MO, April 27-30, 1989).
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; *Age Differences; *Children; *Deduction; Foreign Countries; *Games; *Models
IDENTIFIERS- Developmental Patterns; France; *Rule Governed Behavior; Strategic Behavior

Identified and formalized were two distinct learning strategies employed by 120 children between 7 and 15 years of age who played a simple, computerized board game. "Hexapawn" is played by moving pawns in turn on a 3 x 3 grid, in order to be the first to reach the opponent's starting line or block the opponent. The computer always moved first. For subjects, moving second, there existed an optimal strategy which guaranteed success regardless of the computer's strategy. Alternating central and lateral attacks, the computer won only when the player made errors. Subjects played until they had won seven consecutive games, or had played 25 games. Analysis of modifications of subjects' performances across a series of games suggested two different learning models: (1) a deductive model used predominantly by 11- through 15-year-olds; and (2) a rule-based model used predominantly by the youngest subjects. In the deductive model, the acquisition of a good strategy is based on a logical analysis of successes and failures, implying an increasingly sophisticated goal structure, and progressively deeper anticipation processes. In the rule-based model, the evolution of game strategies proceeds from a hypothesis testing process applied to the possible moves in the different board positions. This model expresses a context-bound strategy which consists of locating the critical situations. A developmental trend was observed from the rule-based model to the deductive model. (RH)

ED 308 973 PS 018 167

*Thomason, Nita*

A Study of Child Care in Richardson, Texas.
PUB DATE- Apr 89
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Bias; Community Services; *Costs; *Day Care; Day Care Centers; Early Childhood Education; *Educational Quality; *Parent Attitudes; *Preschool Education; Program Evaluation
IDENTIFIERS- *Availability Rate; Program Characteristics; *Texas (Richardson)

The League of Women Voters of Richardson, Texas, studied child care in their community. The focus of the 3-year study was three-fold: availability, quality, and affordability. The study was conducted in two phases. In the first phase, all licensed child care centers and preschools in the city were visited by trained teams of observers who completed a checklist on each center and asked center directors to complete a survey instrument requesting specific information about their centers. In the second phase, users of child care services were surveyed by telephone concerning their perceptions of child care in Richardson. Findings revealed a disparity between the child care centers and the preschools in the areas of worker training and curriculum. The absence of programs for low-income families underlined a great disparity in access to programs serving children who lived near or below the poverty level. (RH)

Difficult Educational Contexts. Proceedings of the UNESCO Workshop on the Training of Primary Education Personnel Working in Difficult Educational Contexts (2nd, Northern Territory, Australia, August 14-19, 1988).

**Northern Territory Dept. of Education, Darwin (Australia).; Northern Territory Univ., Casuarina (Australia).; United Nations Educational, Scientific and Cultural Organization, Bangkok (Thailand). Principal Regional Office for Asia and the Pacific.**

PUB DATE- 89
NOTE- 66p.; Also sponsored by Batchelor College and the Northern Territory Dept. of Employment, Education and Training.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Bilingual Education; Elementary Education; Foreign Countries; Home Schooling; Multicultural Education; Preservice Teacher Education; Rural Education; *Rural Schools; *Teacher Education; Teacher Education Programs
IDENTIFIERS- *Aboriginal People; Australia (Northern Territory)

This booklet presents the proceedings of a workshop on teacher training and support for teachers working in remote rural areas. Participants at the workshop were drawn from a range of tertiary training institutions, government departments, parent groups, and other organizations. Many presentations focussed on Northern Territory case studies, particularly educational responses to the needs of Aboriginal communities. A number of presentations consider facets of teaching training and support: existing teacher training programs, regional college programs, course offerings that prepare teachers for particular problems of isolated multigrade schools, teacher stress, bilingual education for Aborigines, curriculum materials for remote areas, and support services for such schools. Papers also examine literacy workshops for remote communities, parent involvement in distance education and home tutoring, and teaching math concepts to Aboriginal children. This proceedings includes abstracts of the presentations, a list of 34 recommendations from the workshop, a program, and a list of participants. It also includes the full text of the opening addresses by Geoff Spring, Ian Anderson, and John Parr. (DHP)

ED 309 028 SE 050 649

*O'Brien, Aileen; Cabral, Sheryl Ann*

Achievement of First-, Second-, and Third-Grade Students on Multiplication and Division Word Problems in Two Different Solution Environments.

PUB DATE- 1 Jun 89
NOTE- 27p.; Study prepared for master's degree, State University of New York at Albany.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Arithmetic; Division; *Elementary School Mathematics; Grade 1; Grade 2; Grade 3; Mathematics Achievement; Mathematics Instruction; Mathematics Skills; *Multiplication; *Nonformal Education; Primary Education; Problem Solving; Test Items; *Word Problems (Mathematics)

This is a project in an emerging line of research investigating children's informed knowledge of mathematics questions. The purpose of this study was to analyze the ability of students who had not received multiplication or division instruction to solve multiplication and division word problems. The study consisted of videotaped interviews with 89 first, second, and third grade students. The students read two multiplication problems, two partitive division problems, and two measurement division problems. They were asked to solve the problems in two different environments; the first three problems mentally, and the final three with paper and pencil. Significant differences were found in performance level among the grades and across the problem types. No significant differences were found between the two environments. Included are 3 tables and 13 references. Appendices include questions, a coding sheet, and a consent form. (DC)

Science for All Americans. A Project 2061 Report on Literacy Goals in Science, Mathematics, and Technology.

**American Association for the Advancement of Science, Washington, D.C.**

SPONS. AGENCY- Andrew W. Mellon Foundation, New York, N.Y.; Carnegie Corp. of New York, N.Y.

REPORT NO.- AAAS-89-01S; ISBN-0-87168-341-5

PUB DATE- 89

NOTE- 212p.; For other Project 2061 panel reports, see SE 050 707-711; for summary, see SE 050 713.

AVAILABLE FROM- AAAS Books, Dept. 2061, P.O. Box 753, Waldorf, MD 20604 (for price, contact AAAS offices; quantity prices available).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Elementary School Mathematics; Elementary School Science; Elementary Secondary Education; *Fundamental Concepts; Futures (of Society); Mathematical Concepts; *Mathematics Curriculum; Mathematics Education; Mathematics Instruction; *Science and Society; *Science Course Improvement Projects; Science Curriculum; Science Education; Science Instruction; Scientific Concepts; *Scientific Literacy; Secondary School Mathematics; Secondary School Science; Technological Literacy; *Technology

IDENTIFIERS- *Project 2061 (AAAS); *Science Policy

This is an overview report that has been prepared as part of the first phase of Project 2061, a long-term multipurpose undertaking of the American Association for the Advancement of Science designed to help reform science, mathematics, and technology education in the United States. The first section, "Education for a Changing Future," discusses the need for scientific literacy, the current situation, and the three phases of this project. The second section, "Recommendations of the National Council," contains 12 chapters: (1) "The Nature of Science"; (2) "The Nature of Mathematics"; (3) "The Nature of Technology"; (4) "The Physical Setting"; (5) "The Living Environment"; (6) "The Human Organism"; (7) "Human Society"; (8) "The Designed World" (discussing the areas of technology); (9) "The Mathematical World"; (10) "Historical Perspectives" (including 10 episodes in the history of the scientific endeavor); (11) "Common Themes" (describing systems, models, constancy, patterns of change, evolution and scale); and (12) "Habits of Mind" (dealing with values, attitudes, and skills). The final section, "Bridges to the Future," suggests methods of effective learning, teaching, and educational reform. Appendices include a list of Phase I participants and selected references. (YP)

ED 309 074 SE 050 728

*O'Sullivan, Kathleen A.; Zielinski, Edward J.*

Limitations of a Modified Stages of Concern Questionnaire for Use with Preservice Teachers.
PUB DATE- 89
NOTE- 35p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attitude Measures; *Educational Assessment; Evaluation Methods; Higher Education; Inservice Teacher Education; *Preservice Teacher Education; *Questionnaires; Student Teachers; Teacher Education Curriculum; *Test Construction; *Test Validity
IDENTIFIERS- Concerns Based Adoption Model; *Stages of Concern Questionnaire

One of the most widely used instruments for assessing concerns has been the Stages of Concern Questionnaire (SoCQ) developed by the Concerns Based Adoption Model Project. In this research, different aspects of the validity of a modified version of the SoCQ produced for use with preservice teachers (PSSoCQ) are examined. In all, 10 different research questions were posed. For each question, methods, results and a discussion are presented. Figures include a data summary; a comparison of PSSoCQ with an open-ended instrument; correlation matricies; graphs of the progression of preservice concerns for the two groups over a year, and over the six stages of concern; and a comparison of the norms of preservice and inservice teachers by stage. (CW)

ED 308 721 FL 018 085

*Yanagida, Yuko*
Predictability, Importance, and Case Marking in Japanese.

PUB DATE- Oct 87
NOTE- 14p.; In: Proceedings of the Annual Eastern States Conference on Linguistics (4th, Columbus, OH, October 2-4, 1987). The complete Proceedings are available from the Dept. of Linguistics, Ohio State University, Columbus.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Case (Grammar); Cognitive Processes; *Discourse Analysis; Form Classes (Languages); Higher Education; *Japanese; Language Research; Syntax; Uncommonly Taught Languages
IDENTIFIERS- Predictability (Language); *Referents (Linguistics)

This study examines the object case markings "o" and "ga" in Japanese with respect to the degree of predictability. A speaker who assumes that the listener will have difficulty identifying the referent, tends to use a construction type that enables the listener to uniquely identify the referent. This notion of predictability is investigated on two planes, referential predictability and thematic predictability, through three sets of experiments. One additional experiment is used to study the closely related concept of thematic importance, reflected by topic persistence of a referent in subsequent discourse. The subjects for the study were 25 native-Japnese-speaking students at the University of Oregon. Subjects were asked to choose either "ga" or "o" in the appropriate position in the text frames provided. The results of the first experiment indicate that there is no significant correlation between the use of "ga" and previous mention of the referents. The second and third experiments focused on thematic probability, and results indicated that "ga" is likely to mark a referent that is less predictable at a given moment in a sentence. The fourth experiment examined thematic importance, and results strongly supported the idea that "ga" is used with thematically important referents that persist longer in the subsequent discourse. English translations of the artificially constructed text frames are appended. (DJD)

ED 308 749 HE 022 521

*von Destinon, Mark*
Hispanic Student Success.
PUB DATE- 21 Apr 89
NOTE- 26p.; Paper presented at the Joint Conference of the Arizona College Personnel Association and the Arizona Executive Committee of the National Association of Student Personnel Administrators (Tucson, AZ, April 20-21, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Academic Persistence; *College Attendance; Enrollment; Family Influence; Financial Support; Higher Education; Hispanic Americans; *Mexican Americans; *Minority Groups; School Holding Power; Sex Differences; *Student Attrition; Student Characteristics; Student Needs; Withdrawal (Education)

Information is presented on a study designed to learn how successful Mexican American students surmount the factors contributing to Mexican American student attrition at the University of Arizona. The subjects were from the 1985 entering freshman class. Intensive interviews were conducted with each student, and content analysis of the interviews was the method used to analyze the data. Emerging from the anecdotal, self-reported data were the common experiences relating to the persistence of Mexican American students at the university. Data divide naturally into the areas of personal behaviors and problems and institutional behaviors and problems. Only summary findings from the personal area are reviewed. Several categories relating to personal behaviors were determined (human support, financial adversity commitment, and gender differences). Findings include the following: (1) in the area of familial support, a method is needed to involve the parents in the students' education so they can develop an understanding of the challenge their child faces and (2) in the area of financial adversity there is a need for education on the meaning of financial aid and its availability. Many of the experiences noted are particular to minority groups; (for example, most have parents who are blue collar workers, and many college females have the double burden of schoolwork and pressure to marry or work while attending school while their brothers have all expenses paid). Contains 38 references. (SM)

ED 308 793 HE 022 762

*Paton, G. Jeffry*
The Economics of Development Planning.
PUB DATE- 20 Feb 86
NOTE- 33p.; Outstanding published scholarship for 1988, John
Grenzebach Awards for Outstanding Research in Philanthropy for
Education, cosponsored by the American Association of Fund-Raising
Counsel Trust for Philanthropy and the Council for the Advancement
and Support of Education.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Cost Effectiveness; *Educational Economics;
Expenditures; *Fund Raising; Higher Education; *Institutional
Advancement; Institutional Research; *Investment; *Planning;
*Resource Allocation

Relevant macroeconomic perspectives to improve investment planning and managing of resources in colleges and universities is discussed. Five sections are as follows: (1) simple relationships between expenditures and giving (simple costs and returns); (2) conceptual refinements: predisposition and capacity (effects of predisposition, effects of capacity, combined effects, and measuring costs and returns); (3) research estimating the costs of fund raising (estimated costs); (4) practical application: interpreting costs (capital investment and consumption, research about predisposition and capacity, the utility of gift revenues, non-incremental development alternatives); and (5) looking to the future (the role of institutional research). Several prerequisites for effective research about the development profession are suggested. At this time, internal research monitoring changes in average and marginal costs within individual institutions is the only realistic method for planning and managing effective performance. Tables and figures are included. Contains 10 references. (SM)

ED 308 819 IR 013 879

*Head, J. Thomas; Moore, David M.*
The Effect of Graphic Format and Cognitive Style on the Recall of Quantitative Data.
PUB DATE- Feb 89
NOTE- 12p.; In: Proceedings of Selected Research Papers presented at the Annual Meeting of the Association for Educational Communications and Technology (Dallas, TX, February 1-5, 1989). For the complete proceedings, see IR 013 865.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Analysis of Covariance; *Aptitude Treatment Interaction; *Data Interpretation; *Field Dependence Independence; *Graphs; Higher Education; Media Research; Psychological Studies; *Tables (Data); Undergraduate Students
IDENTIFIERS- Graphic Representation

A study was conducted to determine the effect of graphic format--bar, line, table, and line-table graph--on the interpretation of numerical data by field dependent and field independent students. Ninety-six undergraduate students were given the Group Embedded Figures Test and randomly assigned to one of four treatments. During the testing phase, the subjects were given a fictitious narrative concerning income amounts of various European merchants during the Middle Ages and shown the quantitative data in one of the graphic formats on a 35mm slide; the order of the questions was randomly altered for each treatment. All subjects in all treatments responded to the same questions, each of which required a numerical or verbal answer as either a specific amount or a static or dynamic comparison of the data. A two-way analysis of variance was used to test the research hypothesis. Results indicated that scores were lower for the line graph treatment than for the table treatment for all three types of questions. Subjects viewing the bar graph did not differ from the line graph treatment for any types of questions, but had lower scores for the amount and static questions compared to the scores of the table treatment. It is suggested that the poor performances of the line treatment group and the bar group on the static questions give rise to the need for additional experimental work. This study partially confirms an earlier study which found that tabular reports are better than graphical formats, but does not produce much evidence that there is a strong relationship between field dependence/independence and the scores on the different types of questions. (8 references) (CGD)

ED 308 832 IR 013 892

*Rieber, Lloyd P.*
A Review of Animation Research in Computer-Based Instruction.
PUB DATE- Feb 89
NOTE- 22p.; In: Proceedings of Selected Research Papers presented at the Annual Meeting of the Association for Educational Communications and Technology (Dallas, TX, February 1-5, 1989). For the complete proceedings, see IR 013 865. For related papers, see IR 013 893-894.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Animation; Classification; *Computer Assisted Instruction; Computer Graphics; *Epistemology; *Instructional Design; *Instructional Effectiveness; Long Term Memory; Reinforcement; Student Motivation

Although the use of animated visuals is both common and popular among computer based instruction (CBI) designers, the theoretical and empirical foundation for their use have not been firmly established. Animated visuals represent a subset of instructional visuals, not a distinctive set. For this reason, general conclusions from research on static visuals are thought to extend to animated visuals. However, the extent to which animated visuals represent elaborations or departures from this research is questioned. The purpose of this paper is to review current empirical evidence of the instructional effectiveness of animated visuals as an adjunct or alternate presentation strategy. Current applications of computer animation in instruction are discussed and a taxonomy to aid in prescriptive and evaluative purposes is suggested. The theoretical foundations of animated visuals in the areas of perception and long-term memory are also discussed and a brief summary of static visuals research is presented. Finally, conclusions and prescriptions resulting from this review are presented. A summary of the empirical research studying the instructional effects of animation is presented in tabular form and three figures depict examples of different instructional uses of animation. (75 references) (Author/CGD)

ED 308 845 IR 013 905

*Taylor, William; And Others*
The Effects of MCBI Program Embedded Cognitive Strategies for Performance on Verbal and Visual Testing.
PUB DATE- Feb 89
NOTE- 18p.; In: Proceedings of Selected Research Papers presented at the Annual Meeting of the Association for Educational Communications and Technology (Dallas, TX, February 1-5, 1989). For the complete proceedings, see IR 013 865.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Analysis of Variance; Attention Control; *Cognitive Processes; *Computer Assisted Instruction; Epistemology; Higher Education; Hypothesis Testing; Imagery; Individualized Instruction; *Learning Strategies; Microcomputers; Pacing; *Verbal Tests; *Visual Stimuli
IDENTIFIERS- Heart

While much of microcomputer-based instruction (MCBI) is oriented to provide self-paced instruction to adjust for individual differences, there is some indication from cognitive theory that self-pacing may not be the best approach to improving learning. In addition, research in the area of cognitive imagery mediation has indicated that imagery learning strategies--based on imagery mediation--tend to significantly improve learning and later recall over the learner's own basic memory strategies. The present MCBI research--which instructed learners on the parts and operations of the human heart--evaluated two program-embedded learning strategies (the imagery cue strategy and the attention directing strategy) under three instructional conditions: externally paced (EP); externally paced plus imagery cue strategy; and externally paced plus attention directing strategy. Seventy-eight undergraduates in the College of Education at Ohio State University were given one of two sets of tests, visual or verbal, each to test such tasks as list learning, cued-recall task with visual or verbal orientation, simple concept learning, complex concept learning, and visual or verbal problem task with free recall. Data were analyzed using an analysis of variance procedure with repeated measures. Findings indicated that subjects without the learning strategies (the EP group) did not perform as well on visual as on verbal testing, and that the performance of the image cue and attention directing strategy groups was slightly improved on both verbal and visual testing. However, the EP group performed well on the verbal testing and slightly better than the strategy groups. (14 references) (CGD)

ED 308 859 IR 014 187

*Ely, Donald P.; And Others*
Trends and Issues in Educational Technology, 1988.
**ERIC Clearinghouse on Information Resources, Syracuse, N.Y.**
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- ISBN-0-937597-23-6
PUB DATE- Dec 88
NOTE- 50p.
CONTRACT- RI88062008
AVAILABLE FROM- Information Resources Publications, 030 Huntington Hall, Syracuse University, Syracuse, NY 13244-2340 (IR-82, $4.00 plus $1.50 shipping and handling).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Content Analysis; Distance Education; *Educational Technology; *Educational Trends; Elementary Secondary Education; Higher Education; *Instructional Development; Literature Reviews; Media Research; Microcomputers; Teacher Education; *Technological Advancement; Trend Analysis

This synthesis paper provides a state-of-the-art analysis of the field of educational technology based on the results of a content analysis of its literature, including selected journals, conference proceedings, dissertations, and ERIC input. The study focuses on the personnel, tools, and applications of educational technology as it examines what the people in the field are doing and saying and the concerns they express. The 11 trends that are identified and discussed are related to: (1) the design, development, and evaluation of instructional materials and procedures; (2) professional education of teachers; (3) distance education; (4) the computer as the dominant medium in the field; (5) the emergence of telecommunications and video, including interactive video, as major media delivery systems; (6) changes in the role of the educational technologist; (7) the implementation of educational technology; (8) educational technology as a field; (9) the integration of educational technology principles, products, and practices into courses and curricula; (10) the relationship of educational technology to society and culture; and (11) research activities. Issues arising from these trends are then outlined, and a retrospective look at trends over the past 20 years concludes the study. A select bibliography is provided, and four appendixes contain a description by Alan Januszewski of the content analysis methodology used in the study, two forms used in the collection and analysis of data, and a table presenting the data on trends by topic and source. (BBM)

ED 308 875 IR 052 871

*Adams, Irene; And Others*
Appropriateness of Referrals in Harold B. Lee Library: An Unobtrusive Study. Revised.
PUB DATE- Apr 89
NOTE- 50p.; Master of Library and Information Sciences report, Brigham Young University.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Dissertations/Theses - Master Theses (042)
DESCRIPTORS- College Libraries; Higher Education; Library Research; *Library Services; *Library Technicians; *Reference Services; *Referral; Tables (Data)
IDENTIFIERS- *Reference Questions; *Student Assistants

This unobtrusive study conducted at the Brigham Young University Library was designed to determine whether reference questions are appropriately referred by student and paraprofessional assistants. Issues addressed included: (1) the percentage of questions assistants cannot answer themselves that are referred to professionals; (2) the percentage of questions more appropriately answered on another floor or department that are referred to that floor or department; (3) the percentage of questions requiring the patron to go to an outside collection that are referred to that collection; (4) the percentage of requests for documents not possessed by the library that are referred to interlibrary loan; and (5) the percentage of appropriate referrals by paraprofessional assistants compared with referrals by student assistants. The study population included 38 assistants at five reference desks. Eleven proxies asked the assistants a total of 125 reference questions over a 3-week period. These questions were designed to study the accuracy, negotiation, and referral aspects of reference service. Results indicated that the assistants are aware of their limits and the limits of the collections, as well as other collections in the library and on campus. Referral performance was impressive except for the lack of referral to interlibrary loan. Suggestions for further research are included. Referral questions, proxy instructions, the proxy report, and the data list are appended. (13 references) (MES)

ED 308 888 JC 890 318

*Cross, K. Patricia*
Improving Learning in Community Colleges.
PUB DATE- 29 May 89
NOTE- 24p.; Paper prepared for a conference of the Association of Canadian Community Colleges (Regina, Saskatchewan, Canada, May 29, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Research; College Faculty; Community Colleges; Formative Evaluation; *Instructional Improvement; *Learning; Learning Theories; *Research Methodology; Self Evaluation (Individuals); *Teacher Effectiveness; Teacher Student Relationship; Two Year Colleges

The educational reform movement of the 1980s has sparked a renewed emphasis on the quality of teaching and learning, not only in community colleges, but at every level of education. Most teachers embark upon their careers knowing very little about teaching and learning and, unfortunately, remain naive observers of their profession. Classroom research provides an opportunity for teachers to sensitively and knowledgeably observe their students' learning and the day-to-day effects of their teaching. Drawing upon stimulus-response and cognitive psychological theories of learning, classroom research calls upon college teachers to obtain feedback from their students throughout the semester and to use the results to form or shape instruction as it progresses. Classroom research increases the productive interactions between teaching and learning by investigating what teachers do to cause learning. The tools of classroom research are necessarily different from the statistical methods of traditional educational research. One tool, called "Minute Papers," asks students to state the most important thing they learned during a class session and identify the questions that remain uppermost in their minds. Classroom research methods are designed to integrate research on the effectiveness of instruction into everyday teaching on an ongoing, self-renewing basis. The teaching orientation and comprehensive curricula of the community college make it the ideal arena for classroom research. (JMC)

ED 308 902                JC 890 336

*Kangas, Jon Alan*
Counselor Assessment and Student Success for Fall 1988. Institutional Research Report #75.
**San Jose/Evergreen Community Coll. District, San Jose, CA.**
PUB DATE- 28 Apr 89
NOTE- 30p.; For a related document, see ED 302 296.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Academic Records; Community Colleges; *Counseling Effectiveness; Counselor Performance; Counselor Role; *Evaluation Methods; Experiential Learning; *Informal Assessment; *Prerequisites; *Student Evaluation; Two Year Colleges; Two Year College Students

In the San Jose/Evergreen Community College District (California), course and basic skills prerequisites have been established for all courses. Students with no record of completing these prerequisites cannot enroll unless they have been assessed by a counselor, have had their prerequisites verified in alternate ways, and have been granted override status for enrollment. In fall 1988, 9,952 overrides were granted based on the completion of equivalent coursework, instructor evaluations, life experience, previous degrees, and other reasons. A study was conducted to compare the academic success of students who had completed all course and basic skills prerequisites with that of students who had enrolled on override status. Study findings included the following: (1) 65% of the students who had completed both course and basic skills requirements (N=34,831) received a grade of A, B, C, or Credit, compared to 59% of those who enrolled on override status; (2) 46% of the counselors successfully placed more than 60% of their students, compared with 32% of the counselors in spring 1988; (3) 69% of the students who were granted overrides on the basis of life experience or previous degrees received a C or higher in their coursework, as did 63% of those who documented completion of previous coursework; and (4) the greatest proportion of A and B grades were achieved by students with an override based on life experience and students with previous degrees. Study findings supported the conclusion that counselors who strictly enforce prerequisites, use a careful evaluation of relevant life experience, and rely on documented evidence of previous coursework can place students effectively. (ALB)

*Vaala, Leslie D.*
Satisfaction and Success of University Students in Transfer Programs.
PUB DATE- 88
NOTE- 290p.; Ph.D. Dissertation, University of Alberta.
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041) Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *College Transfer Students; Community Colleges; *Motivation; *Participant Satisfaction; *Student Attitudes; *Student College Relationship; Two Year Colleges; Universities
IDENTIFIERS- *University of Alberta (Canada)

A study was conducted to identify variables associated with student success in and satisfaction with transfer to the University of Alberta (UA) from other postsecondary institutions in Alberta. A sample of 383 students who attended Alberta colleges before registering at UA were surveyed, and 10 additional transfer students were interviewed concerning their transfer experience. Study findings included the following: (1) factors relating to students' satisfaction with their transfer experience included UA's acceptance of college credits and feeling comfortable at the university; (2) students tended to be more satisfied with their experiences prior to transfer than those at UA, feeling that college faculty were more genuinely concerned about their students than UA faculty; (3) the more successful transfer students tended to have friends already registered at the university, and had visited UA prior to transferring; (4) students reported that the single most important source of transfer program assistance was college faculty members' interest and guidance in program planning; (5) a relationship between contacts with faculty and peers and students' satisfaction found in earlier studies was confirmed for students' college experience but not their university experience; and (6) students often attributed success in college to faculty-student interactions, while success at the university tended to be attributed to "hard work." The study report includes an extensive literature review on motivation theory, student satisfaction with postsecondary education, and transfer in Canada. The questionnaire and interview schedule and a 159-item bibliography are appended. (Author/ALB)

ED 308 988 PS 018 331

*Brown, Patricia Clark*
Involving Parents in the Education of Their Children.
**ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.**
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- EDO-PS-89-3
PUB DATE- 89
NOTE- 3p.
CONTRACT- OERI-88-062012
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Elementary Secondary Education; Guidelines; *Parent Participation; *School Role; *Teacher Role
IDENTIFIERS- ERIC Digests

The involvement of parents in the education of their children is briefly discussed. Discussion focuses on ways to involve parents, ways to reach parents, and difficulties in involving parents. It is asserted that the suggestions offered in this ERIC Digest can help teachers involve parents who might not otherwise be involved. While an individual teacher may be able to implement a parent involvement program alone, doing so may be difficult. Program implementation will be facilitated if the school as a whole is committed to a parent involvement program. In addition to facilitating program implementation, administrative staff can offer help and support to teachers. Six references are cited for further reading on the topic. (RH)

ED 309 001 RC 017 122

*Newcomb, Thomas L.*
Compiled Papers on Amish and Conservative Mennonite Culture and Schooling.
PUB DATE- 88
NOTE- 95p.; Individual papers submitted as requirements for an Independent Study Master of Education Degree at Lesley College Graduate School, Cambridge, Massachusetts. Adapted from "Perspectives on Amish and Conservative Mennonite Culture and Education" by Thomas L. Newcomb, 1983.
AVAILABLE FROM- Dr. Thomas L. Newcomb, 19130 Nelson-Parkman Road, Garrettsville, OH 44231 ($20.00 plus $2.00 postage).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042) Information Analysis/State-of-the-Art Materials (070) Historical Materials (060)
DESCRIPTORS- *Child Rearing; Cultural Background; Cultural Traits; *Educational Attitudes; *Educational Practices; Elementary Education; Parochial Schools; Protestants; Religious Education; *Religious Factors; Teacher Characteristics; Teacher Selection
IDENTIFIERS- *Amish (Old Order); *Mennonites

This collection of five papers, each originally published in 1982 provides an overview of Amish and Conservative Mennonite history, culture, customs, child rearing views, and educational practices. "Amish/Mennonite History: A Brief Look" traces the history of these two churches from the Reformation to their split from the main Anabaptist body to present day divisions. "Conservative Mennonite and Old Order Amish Doctrines, Discipline, Articles of Faith, and Their Dictating Holy Bible Passages" relates Amish and Mennonite beliefs, customs, and practices to scriptural passages. "The Old Order Amish View of Formal Education and Child Nurture" discusses (1) education as the responsibility primarily of parents and secondarily of the church community; (2) the primary educational goal of reaching heaven; (3) reasons for Amish displeasure with public schools; and (4) design and operation of Amish schools. "The Conservative Mennonite View of Formal Education and Child Nurture" discusses the educational responsibilities of parents, the goals of Conservative Mennonite schools, and considerations for a Christian curriculum. "Teacher Qualification and Selection in Old Order Amish and Conservative Mennonite Elementary Parochial Schools" describes desirable teacher qualities in the Amish and Conservative Mennonites communities, and problems related to selection and teacher shortages. Four papers contain references and recommended reading lists. (SV)

ED 308 763 HE 022 732

*Rogers, Brenda H.; Pratt, Linda K.*

The Relationship of Freshman's Intentions, Motivations, Academic Aptitude, and College Performance to Persistence in College. AIR 1989 Annual Forum Paper.

PUB DATE- May 89

NOTE- 21p.; Paper presented at the Annual Forum of the Association for Institutional Research (29th, Baltimore, MD, April 30-May 3, 1989).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Academic Achievement; *Academic Persistence; *College Freshmen; College Transfer Students; *Dropouts; Higher Education; Institutional Research; Parent Student Relationship; *School Holding Power; *Student Attitudes; Student Motivation

IDENTIFIERS- *AIR Forum

Based on a study of the 1985 and 1987 freshman cohorts' responses to a freshman survey, it was found that freshmen who express the intention of transferring from the institution have significantly higher withdrawal rates after their freshman year. A comparison of those who planned to transfer and those who planned to graduate yielded only one consistent result: Freshmen who plan to graduate from the institution feel that they receive more support from parents than those who plan to transfer. Hierarchical regression analyses showed that academic aptitude and goals and attitudes do not contribute significantly to the explanation of retention status. The intention to transfer or graduate interacts with freshman-year grade point average (FYGPA) in predicting retention status. Those students who planned to transfer and withdrew after their first year have the highest average FYGPA, whereas those who planned to graduate and withdrew have the average lowest FYGPA. Contains 10 references. (Author/KM)

ED 308 806 IR 013 866

*Arenz, Bernard W.; Lee, Miheon J.*
Gender Differences in the Selection of Elective Computer Science Courses.
PUB DATE- Feb 89
NOTE- 33p.; In: Proceedings of Selected Research Papers presented at the Annual Meeting of the Association for Educational Communications and Technology (Dallas, TX, February 1-5, 1989). For the complete proceedings, see IR 013 865.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Analysis of Variance; *Computer Science Education; *Elective Courses; Questionnaires; Secondary Education; *Secondary School Students; *Sex Differences; Surveys

Two studies--conducted in 1987 and 1988 in high schools in the Madison, Wisconsin, Metropolitan School District--investigated the existence of gender related differences in high school elective computer courses and factors affecting the differences. In the first study, a two-part survey was administered to the total population of students enrolled in high school elective computer courses. One hundred sixty-six students (104 males, 62 females) responded to the questionnaire, which addressed attitudes toward computer use. Chi-square test of population and analysis of variance (one way ANOVA) were used to analyze results, which indicated that the differences between males and females in beginning and intermediate classes were most apparent in the role models available to the students, sex bias, and their view of gender differences. The general attitude of the students, perceived usefulness, and self-confidence in use of computers did not produce significant differences. The second study was conducted as a follow-up to extend these findings. Students who were not enrolled in computer courses as well as the students enrolled in computer courses were surveyed. Three hundred twenty-eight (195 males, 133 females) responded to the two-part questionnaire, and the Mann-Whitney U test was used to determine any differences between the two groups of students. Plans for taking a computer course after high school or for having a computer related job, perceived usefulness of computers, general attitudes toward computers, and confidence with computers were all more positive for computer course students and those who intend to take a computer course. Four appendixes contain charts and tables displaying the results of the data analyses, responses to interview questions, and a copy of the computer survey questionnaire. (22 references) (CGD)

ED 308 929 PS 018 065

*Caruso, Joseph J., Ed.; And Others*
Four Year Olds and The Public Schools: Key Issues. Proceedings of a Fairfield Forum (Fairfield, Connecticut, October 18, 1988).
**Fairfield Univ., Conn. Graduate School of Education.**
PUB DATE- 89
NOTE- 44p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Cooperation; Day Care; *Models; *Preschool Children; Preschool Education; *Program Development; *Public Schools; School Responsibility; *School Role

IDENTIFIERS- Connecticut; *Program Characteristics

Forum participants met to assess Connecticut's progress in providing services to 4-year-olds and their families, and to discuss the relationship between young children and public schools. Discussion explored these questions: (1) What are the roles and responsibilities of public schools in supporting 4-year-olds and their families? (2) What do high quality programs for 4-year-olds "look like" in the public schools? (3) How might public schools collaborate with local providers of services to 4-year-olds? (4) What are some implications for public school administrators to keep in mind as they consider establishing programs for 4-year-olds in their schools? and (5) What are some promising practices or models of programs for 4-year-olds at the state, regional, and national levels? Participants ranged from the State Commissioner of Education to kindergarten teachers. Included is an annotated bibliography of 27 citations of related material, and a reference list of 22 citations. (RH)

ED 308 959 PS 018 143

*Andrews, Sharon Vincz*
Literature Based Curriculum in the Kindergarten.
PUB DATE- 1 May 89
NOTE- 14p.; Paper presented at the Annual Kindergarten Roundtable Meeting (6th, Terre Haute, IN, May 1, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Curriculum Development; *Kindergarten; Primary Education; *Reading Instruction; *Reading Materials; *Small Group Instruction; *Teaching Methods
IDENTIFIERS- *Literature Circles

Current research in early childhood suggests the need for increased small group instruction, variety and quality of materials, and support for teacher innovation. The use of a literature-based curriculum in the kindergarten offers both a means of bringing about these changes and an alternative to the very structured atmosphere now prevalent in many kindergartens. Literature circles which branch into larger curriculum structures give the kindergarten child the opportunity to become a critical thinker, a contributor to the curriculum, and a critical reader and writer. This paper provides examples of ways in which teachers can group their literature collections into texts sets, author sets, and themes sets for use in small and large group work. Also included are suggested readings, a bibliography grouped into texts sets, suggestions for themes and units, and a list of children's authors who will respond to communication from students and classes. (Author/RH)

ED 308 974 PS 018 168

*Solomon, Daniel; And Others*

Evaluation of the Child Development Project: Research Design, Procedures, and Findings.

SPONS. AGENCY- William and Flora Hewlett Foundation, Palo Alto, Calif.
PUB DATE- Mar 89
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 29, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Comparative Analysis; *Democratic Values; Elementary Education; *Elementary School Students; Individual Development; *Program Effectiveness; Program Evaluation; *Program Implementation; *Prosocial Behavior
IDENTIFIERS- *Social Problem Solving

Findings of an evaluation of the first 5 years of a longitudinal program designed to enhance children's prosocial development are reported. The program was offered for children in three elmentary schools in a suburban, middle-class district near San Francisco. Three schools in the same district served as a comparison group. Enrollment ranged from 450 to 650 students per school. The program's major aim was to determine whether a comprehensive, long-term program which was delivered primarily by teachers in classrooms and was reinforced by consistent and compatible school-wide policies and practices, family activities, and parental support could significantly strengthen prosocial characteristics in children. The research followed two longitudinal cohorts of children, each cohort consisting of all children at a particular grade level in the six schools. This paper focuses on children in the older cohort. These children began kindergarten in fall 1982 and completed fourth grade in spring 1987. Findings reported cover kindergarten through fourth grade. During each year of the program, data were collected to assess student behavior and the adequacy of program implementation in the classrooms. Analyses revealed strong and consistent program effects in several areas. In general, participation in the program enhanced students' social competence and concern for others. (RH)

ED 309 029 SE 050 651

*Miller, Cynthia A.*
Can Hemispheric Lateralizaton Be Used as a Predictor of Success for Black Women in College Mathematics Courses?
PUB DATE- 86
NOTE- 17p.; Paper presented at the Annual Meeting of the Georgia Council of Teachers of Mathematics (Rock Eagle, GA, October, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Algebra; *Black Students; Brain Hemisphere Functions; Calculus; *College Mathematics; College Students; *Females; Higher Education; *Lateral Dominance; *Mathematics Achievement; Prediction

Research supports the premise that various mathematical topics can be categorized as being performed better by the left or right brain hemisphere. Hemispheric lateralization is defined as a learner's preferred hemisphere of control. Torrence's "Human Information Processing Survey" was given to 170 black female college students enrolled in Precalculus I (college algebra), Precalculus II (trigonometry, vectors, conics, and complex numbers), or Analysis I (beginning calculus for mathematics/science majors) to measure lateralization preference. Overall course grade was used to measure mathematical success/failure. Using a dichotomous left/right lateralization classification, descriptive statistics indicated that successful Precalculus I students were usually left dominant while unsuccessful students were usually right dominant. Successful Precalculus II students tended to be right dominant, while unsuccessful students were usually left dominant. No lateralization differences were observed in successful Analysis I students, but unsuccessful Analysis I students were more often left dominant. Two definitions of "success" yielded similar results. Included are 13 tables and 25 references. (DC)

ED 309 044 SE 050 686

*O'Hara, Kathryn; And Others*
Marine Wildlife Entanglement in North America.
**Center for Environmental Education, Washington, D.C.**
PUB DATE- Nov 86
NOTE- 239p.; Preparation and publication of this report was made possible by grants from the David and Lucile Packard Foundation and the National Fish and Wildlife Foundation.
AVAILABLE FROM- Center for Marine Conservation, 1725 DeSales St., NW, Washington, DC 20036 ($9.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Animals; *Conservation (Environment); *Endangered Species; *Environmental Education; *Fisheries; *Marine Biology; Marine Education; Natural Resources; Plastics; Science Education; Statistical Data; Wildlife; Wildlife Management
IDENTIFIERS- *North America

The public has become increasingly aware that marine wildlife sometimes becomes entangled in fishing gear, such as dolphins in tuna nets. However, little is known about how widespreed entanglement is and what its impacts are. If conclusions can be drawn from what few data do exist, the picture is an alarming one. Each year fishing activity causes the death of many thousands of

marine mamals, sea birds, and sea turtles. Many of the species killed are already endangered or threatened. By consolidating the diverse information on entanglement this report assesses how and why incidental take of marine animals occurs. Because data are scarce and scattered, the issue was researched by starting with known entanglements and then examining the fisheries in which they occurred. The report summarizes each fishery by target species, gear used, area of operations, level of effort, and the kinds of entanglements caused by recreational fishing, discarded or lost gear and other debris, and ingestion of plastic debris by marine wildlife. (CW)

ED 309 075 SE 050 729

*Amidei, Rosemary*
Sea Grant in California: Twenty Years of Achievement.
**California Univ., La Jolla. Sea Grant Coll. Program.**
SPONS. AGENCY- National Oceanic and Atmospheric Administration (DOC), Rockville, Md. National Sea Grant Program.
REPORT NO.- R-CSGCP-026
PUB DATE- 89
NOTE- 82p.; Drawings may not reproduce well.
GRANT- NA85AA-D-00140
AVAILABLE FROM- California Sea Grant College Program, University of California A-032, La Jolla, CA 92093-0232 (single copies free while supply lasts).

LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Historical Materials (060)
DESCRIPTORS- Animals; Conservation (Environment); *Educational History; *Environmental Education; Extension Education; Financial Support; Fisheries; *Government Role; Higher Education; Ichthyology; Marine Biology; *Marine Education; Natural Resources; Oceanography; *Program Descriptions; *Research Universities; Science Education
IDENTIFIERS- *Sea Grant Program

Since 1968, the California Sea Grant program has operated to produce scientific research oriented to solving problems in marine resource development, management, and conservation. This document decribes the facets of this program, their accomplishments and goals. Discussions include: (1) historical notes; (2) coastal governance; (3) coastal wetlands; (4) coastal physical processes; (5) fisheries; (6) aquaculture; (7) anadromous fishes; (8) crustaceans; (9) mollusks; (10) new products from the sea; (11) ocean engineering; (12) offshore structure safety; (13) the extension program; and (14) education. Participants in several sea grant committees, fiscal data, personnel data, and institutions which participate in the California Sea Grant Program are listed. (CW)

*Cohen, Andrew D.*
The Role of Instructions in Testing Summarizing Ability.
PUB DATE- 89
NOTE- 21p.; Document contains small print.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Answer Keys; Comparative Analysis; *English (Second Language); Foreign Countries; *Hebrew; Higher Education; Item Analysis; Language Tests; Second Language Instruction; Testing Problems; *Test Theory; Uncommonly Taught Languages; *Writing Processes
IDENTIFIERS- *Instructions; Israel; *Summarization

A study investigated the effects of specific guidelines in the taking and rating of tests of summarizing ability. The subjects were 63 native-Hebrew-speaking students enrolled in English-as-a-Second-Language (ESL) courses at the Seminar Hakibbutzim Teacher Training College in Tel Aviv (Israel). The subjects were given two sets of instructions (guided and minimal) for summarizing texts in both English and Hebrew. The guided instructions gave specific directions on how to read the texts and on how to write the summaries, while the minimal instructions gave traditional minimum direction. Two scoring keys were developed from the summaries of nine Hebrew-speaking and nine English-speaking experts, respectively. The summary guidelines developed in this case did not make a sizable contribution to summary development, but an item-by-item analysis revealed that the guided instructions were both helpful and detrimental. In some cases, the guided instructions helped respondents to identify key elements to summarize, but in other cases, they may have dissuaded the respondents from including details that in fact proved essential in the eyes of the experts upon whom the rating key was based. (Author/DJD)

ED 308 706 FL 018 068

*Laka, Itziar; Uriagereka, Juan*

Barriers on Basque WH-Movement.

PUB DATE- Oct 86
NOTE- 13p.; Paper presented at the Annual Meeting of the Eastern States Conference on Linguistics (3rd, University of Pittsburgh, October 10-11, 1986). The complete Proceedings are available from the Dept. of Linguistics, Ohio State University, Columbus.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Basque; *Case (Grammar); Descriptive Linguistics; Language Research; *Linguistic Theory; *Sentence Structure; Uncommonly Taught Languages; Verbs
IDENTIFIERS- *Wh Questions

The theoretical generalization that no lexical material can occur between a Wh-element and a verb in any clause in Basque is challenged, and it is argued that case is not assigned structurally in the Basque language. The account demonstrates how a number of well documented properties of Basque may combine to produce this grammatical result, and an attempt to capture the significance of several specific syntactic relationships (e.g., theta-role discharging, case assignment, and focalization) for the proper definition of barriers is presented. (MSE)

ED 308 736 HE 022 438

*Gmelch, Walter H.; Wilke, P. Kay*
Toward a Comprehensive View of Faculty Stress in Higher Education.
PUB DATE- Apr 88
NOTE- 10p.; Paper presented at the Annual Meeting of the American

Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Responsibility; *College Faculty; Department Heads; *Faculty Workload; Higher Education; Librarians; Mail Surveys; Psychological Patterns; Stress Management; *Stress Variables; *Teacher Attitudes; Teacher Responsibility; *Teacher Salaries; Time Management

Residential instructional faculty in various disciplines report similar types of stressors in national and international studies. To determine whether this pattern holds for librarians, department chairs, cooperative extension faculty and others, a survey was conducted of the sources of stress across all faculty classifications in one university. A total of 1807 surveys was mailed, and after a second mailing, a response rate of 70% was achieved. Although each faculty group was found to have a distinct pattern of sources of stress, certain stressors were found to be common to all faculty. Most concerned either time or resource constraints: insufficient time to keep abreast of current events or to do what was expected in the job, or insufficient salaries and difficulties in securing financial support. Suggestions are made for training in time management techniques and a focus on a problem-solving approach to cope with financial stresses. Contains 11 references. (KM)

ED 308 779 HE 022 748

*Walleri, R. Dan*

Tracking and Follow-Up for Non-Traditional Students: Institutional and Statewide Initiatives. AIR 1989 Annual Forum Paper.

PUB DATE- May 89

NOTE- 24p.; Paper presented at the Annual Forum of the Association for Institutional Research (29th, Baltimore, MD, April 30-May 3, 1989).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Academic Achievement; Academic Persistence; *Agency Cooperation; *College Students; Confidentiality; *Data Collection; *Followup Studies; Higher Education; Institutional Research; *Intercollegiate Cooperation

IDENTIFIERS- *AIR Forum

Increasingly, a majority of postsecondary students are following nonlinear paths in the pursuit of educational and career goals. Practical steps are described that can be taken to track and evaluate the success of such students. A particularly promising practice involves data sharing and exchanges with state agencies and other higher education institutions. In addition to sample findings and reports, the issue of confidentiality of individual student records is addressed. Contains 13 references. (Author/KM)

ED 308 944 PS 018 117

*Hanna, Elizabeth; Meltzoff, Andrew N.*
Peer Imitation in the Second Year of Life.

PUB DATE- Apr 89
NOTE- 8p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Kansas City, MO, April 27-30, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Behavior Patterns; *Cognitive Ability; *Imitation; Infants; *Play

This study investigated whether infants could imitate other infants' actions with toys. A total of 40 infants, 14 months of age, were videotaped while playing with specifically designed toys. Half of the babies watched another infant demonstrate target actions with five toys. After a 5-minute delay, experimental subjects were given the toys to manipulate. The other half of the subjects served as controls; they did not observe a peer demonstration. Findings indicated that the experimental subjects performed significantly more of the target actions than the controls did, thus supporting the hypothesis of peer imitation after a delay. It is concluded that the experimental procedure could be used to test the limits of what infants can learn from one another. (Author/RH)

ED 308 989 PS 018 332

*Shepard, Lorrie A.; Smith, Mary Lee*
Escalating Kindergarten Curriculum.

**ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.**
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- EDO-PS-89-2
PUB DATE- 89
NOTE- 3p.
CONTRACT- OERI-88-062012
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Academic Education; *Curriculum Problems; Educational Practices; *Grade Repetition; *Kindergarten; Primary Education
IDENTIFIERS- *Academic Pressure; ERIC Digests; *Stigma

The increasingly common practice of retaining kindergarten children by enrolling them in alternative programs instead of first grade is briefly discussed in terms of what research says about retention, the social stigma of retention, the escalating kindergarten curriculum, and alternatives to retention. It is argued that the fad to flunk kindergarten children is the product of inappropriate curriculum. Schools with appropriate curriculum and collegial understandings among teachers and principals make retention unnecessary. Once the larger context of curriculum escalation is understood, teachers and principals will have increased incentive to resist the pressures and accountability culture that render more and more children "unready." (RH)

*Heimlich, Joe E.; Van Tilburg, Emmalou*

Subcultures and Educators: Concerns of Membership in Education.

PUB DATE- 22 Oct 87
NOTE- 29p.; Paper presented at the Conference of the American Association for Adult and Continuing Education (Washington, DC, October 22, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Education; Cultural Awareness; *Cultural Influences; *Group Dynamics; *Group Membership; Postsecondary Education; *Program Development; Role Playing; *Subcultures; Teacher Education

Educators are always dealing with subcultures, whether or not they are labeled as such. The distinguishing elements of a subculture are the values behind observable cultural traits. Each person belongs to one or more subcultures, and the values ascribed either by the subculture to itself or by the greater culture to that subset have continual impact upon a person's world view, which, in turn, influences the individual's responses in a learning situation. Educators often believe that they can effectively enter a subculture, albeit through acculturation. Outsiders, however, may be accepted, but rarely do they achieve full member status within the group. Subcultural values and beliefs remain abstract as non-members have not had the necessary personal experiences to understand fully the symbolism and history behind them. Understanding the inherent barriers can provide an educator with the tools necessary for sharing knowledge with any subcultural group. A client-centered approach to providing educational opportunities to adult members of a subculture allows the educator to act as facilitator to a group of subcultural representatives as they identify their own educational needs. A short role-playing exercise provides graduate students or adult education practitioners with exposure to some of the issues encountered when a member of the greater culture seeks to develop an educational program for a subcultural group. This report contains 18 references and instructions for the exercise. (SV)

ED 308 750 HE 022 524

*Donaldson, Joe F.*
An Examination of Similarities and Differences among Adults' Perceptions of Instructional Excellence.
PUB DATE- 31 Mar 89
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Adult Students; College Faculty; Educational Quality; Excellence in Education; Higher Education; Student Attitudes; *Student Evaluation of Teacher Performance; *Teacher Effectiveness; Teacher Evaluation; Teacher Improvement; Teacher Student Relationship

Information is presented on a study to explore similarities and differences among adults in their perceptions of attributes associated with exemplary instruction. Three purposes were to: determine how returning adults describe the instructors they find exemplary and compare these findings with the findings of previous research about younger student perceptions; explore similarities and differences in perceptions; and use the findings to generate propositions for further study. Bases of comparison were gender, age, level of study, subject matter, profession, and stage in professional career. A content analysis was done on 176 letters of recommendation received from adult students in an excellence in off-campus teaching award program at a large midwestern research university. Content analysis yielded 971 data elements in 28 categories focusing on instructional techniques, instructor-student relationships, course outcomes, instructor as a person, and instructor professionalism. Much commonality was found between characteristics of excellent instruction reported by adult students and those reported by traditional undergraduate students from other studies. Findings suggest students' expectations of instructors arise from the interaction of such factors as content studied, student status, and personal situation. Common patterns of normative evaluations or expectations can be extended via the additive and diversifying experiences of adulthood. Also, these common patterns can be modified through the particular experiences of academic preparation and adulthood. Tables are included. Contains 17 references. (Author/SM)

ED 308 794 HE 022 763

*Leslie, Larry L.; Ramey, Garey*

Donor Behavior and Voluntary Support for Higher Education Institutions.

PUB DATE- Sep 86

NOTE- 32p.; Outstanding published scholarship for 1989, John Grenzebach Awards for Outstanding Research in Philanthropy for Education, cosponsored by the American Association of Fund-Raising Counsel Trust for Philanthropy and the Council for Advancement and Support of Education.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Alumni; Business Responsibility; Corporate Support; *Donors; *Educational Finance; Group Behavior; *Higher Education; *Institutional Advancement; Institutional Characteristics; *Private Financial Support

Voluntary support of higher education in America is investigated through regression analysis of institutional characteristics at two points in time. The assumption of donor rationality together with explicit consideration of interorganizational relationships offers a coherent framework for the analysis of voluntary support by the major donor-groups. Support by alumni and non-alumni individuals and business corporations is specifically isolated, and support by all other sources is combined in another category. Although the various donor groups sometimes act in a consistent manner, more often donor behavior is best understood on a subgroup basis. Institutional size is of importance to most donor groups, and institutional quality is of significance to all groups, save alumni, who respond to more institutional prestige and the financial difficulty of their alma mater. Current institutional efforts at fund raising appear to be primarily reactive in nature. Long-standing ties to institutions are of importance to most donor groups. The various groups who contribute to American research universities act in a manner largely predictable from theory. Economic organizations tend to react primarily in rational economic fashion, whereas the emotives of private individuals have a clearly human dimension as well. Contains 19 references. (SM)

ED 308 820 IR 013 880

*Hlynka, Denis*
Applying Semiotic Theory to Educational Technology.
PUB DATE- Feb 89
NOTE- 14p.; In: Proceedings of Selected Research Papers presented at the Annual Meeting of the Association for Educational Communications and Technology (Dallas, TX, February 1-5, 1989). For the complete proceedings, see IR 013 865.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication (Thought Transfer); *Educational Technology; *Media Research; Models; *Research Methodology; *Semantics; *Semiotics

When education (teaching and/or learning) is considered to be an art, then it seems obvious that the methods of artistic inquiry would be appropriate analysis techniques. Such analysis seems to be rare or non-existent in educational technology. Semiotics, the theory of signs, provides one such set of methodologies for examining text. This presentation uses a variety of semiotic critical methods to explore the products and processes of educational technology as text. Semiotics is often divided into syntactics, semantics and pragmatics, and semiotic criticism can be based on just one or two of these divisions, or it can include all three. Syntactic criticism focuses on the structure of the work. These structures can be assessed simply in terms of the evolution of structural form (and the possibility of revolutionary change in form), or the forms can be evaluated in relation to the use of the work. Semantic criticism stresses meaning manifest in the work. While semantics are normally applied to textual materials, critics have also used semantics as a formal approach to visual literacy concepts. Pragmatics link antecedents (causes), features of the work, and results. Such inquiry can address unintended or unanticipated effects a work might have on its audience. (CGD)

ED 308 833 IR 013 893

*Rieber, Lloyd P.*
The Effects of Computer Animated Lesson Presentations and Cognitive Practice Activities on Young Children's Learning in Physical Science.
PUB DATE- Feb 89
NOTE- 17p.; In: Proceedings of Selected Research Papers presented at the Annual Meeting of the Association for Educational Communications and Technology (Dallas, TX, February 1-5, 1989). For the complete proceedings, see IR 013 865. For related papers, see IR 013 892-894.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Analysis of Variance; *Animation; *Cognitive Style; *Computer Assisted Instruction; Computer Graphics; Computer Simulation; Elementary Education; Elementary School Science; Grade 4; Grade 5; *Instructional Design; *Intermode Differences; Multiple Choice Tests
IDENTIFIERS- Learner Control

The purpose of this study was to examine the effects of animated instruction and levels of practice on application learning in a computer-based instructional (CBI) science lesson. A total of 119 fourth and fifth grade students participated in an introductory lesson covering Newton's Laws of Motion. Three levels of visual elaboration (static graphic, animated graphic, no graphic) were crossed with three levels of practice (behavioral, cognitive, no practice). Behavioral practice consisted of traditional questioning after each of four lesson parts. Cognitive practice consisted of a structured simulation where students were given increasing control over an animated "starship." Main effects were found for both visual elaboration and practice. An interaction was also found between visual elaboration and practice. Other data, such as response latency, attitudes, student perceptions, and incidental learning, were also collected. Two tables display data analyses and four figures include sample screen displays. (38 references) (Author/CGD)

ED 308 846 IR 013 906

*Tennyson, Robert D.*
Cognitive Science and Instructional Technology: Improvements in Higher Order Thinking Strategies.

PUB DATE- Feb 89
NOTE- 23p.; In: Proceedings of Selected Research Papers presented at the Annual Meeting of the Association for Educational Communications and Technology (Dallas, TX, February 1-5, 1989). For the complete proceedings, see IR 013 865.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Processes; Computer Assisted Instruction; Computer Simulation; Courseware; Criteria; Difficulty Level; *Instructional Design; Intelligence; *Learning Theories; Long Term Memory; *Models; *Problem Solving; Psychological Studies; Recall (Psychology); Short Term Memory
IDENTIFIERS- *Higher Order Learning; *Minnesota Adaptive Instructional System

This paper examines the cognitive processes associated with higher-order thinking strategies--i.e., cognitive processes directly associated with the employment of knowledge in the service of problem solving and creativity--in order to more clearly define a prescribed instructional method to improve problem-solving skills. The first section of the paper presents an overview of a learning and cognition model for the purposes of illustrating the relationship between the proposed instructional method and higher-order thinking strategies, and discusses a number of specific basic components of the cognitive system model, e.g., perception, short-term and working memory, and long-term memory. In addition, the following related concepts are explored: (1) cognitive complexity; (2) criteria; (3) intelligence; (4) conditions in the development of thinking strategies; (5) recall; (6) problem-solving; and (7) creativity. The second part of the paper establishes an interest in complex problem simulations that can help students improve their cognitive complexity in problem solving. As an example of this, it is noted that the Minnesota Adaptive Instructional System (MAIS) offers a system that integrates higher-order thinking strategies and knowledge acquisition. Also described here is the design strategy of complex problem simulations, the components of which include necessary knowledge, simulation, and learning environment. The third section briefly describes some software examples of this instructional method. (30 references) (CGD)

ED 308 876 IR 052 872

*Heynen, Jeffrey; Blixrud, Julia C.*
The CONSER Project: Recommendations for the Future. Network Planning Paper Number 14.
**Library of Congress, Washington, D.C. Network Development Office.**
REPORT NO.- ISBN-0-8444-0535-3
PUB DATE- 86
NOTE- 128p.; For Network Planning Paper Number 13, see ED 288 542.
AVAILABLE FROM- Customer Services Section, Cataloging Distribution Service, Library of Congress, Washington, DC 20541.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Bibliographic Databases; *Bibliographic Utilities; Cataloging; *Library Cooperation; *Library Networks; *Serials
IDENTIFIERS- *Conversion of Serials Project; OCLC

This report of a study of the CONSER (CONversion of SERials) project begins with an overview of the history of the project. Developments leading to the study are described in the second section, and the third section addresses data gathering through a literature search, a CONSER participants meeting, and interviews. Findings, discussion, and recommendations on the following issues are presented in the fourth section: (1) CONSER name; (2) project definition; (3) goals and objectives; (4) the CONSER database; (5) database records; (6) operations, including quality control, cataloging rules, database maintenance, NACO (Name Authority Cooperative), self-authentication, training, the Linked Systems Project, holdings, and documentation; (7) statistics; (8) costs of CONSER participation; (9) membership; (10) management structure; and (11) the CONSER coordinator. THe fifth section contains additional observations on criticisms of CONSER, subject analysis, future serials publishing, database ownership, relationship with other bibliographic utilities, and system independence. The appendix includes the work statement guiding this study, a 32-item selective bibliography, a flyer on the study, an Association of Research Libraries newsletter article on the study, a CONSER participants meeting summary, a list of individuals contacted, recommendations of the report, CONSER goals and objectives, and the CONSER plan of action. (10 references) (MES)

ED 308 889 JC 890 320

*Earwaker, John*
Student Support and Tutoring: Initiating a Programme of Staff Development.
PUB DATE- 11 Jul 89
NOTE- 15p.; Paper presented to the International Conference on the First Year Experience (4th, St. Andrews, Scotland, July 10-14, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Faculty; *Counseling Services; Faculty College Relationship; *Faculty Development; Higher Education; Program Development; *Student Personnel Services; Technical Institutes; *Tutorial Programs
IDENTIFIERS- *Sheffield City Polytechnic (England); *Tutorial System (United Kingdom)

Almost from its inception, Sheffield City Polytechnic has operated a system whereby each academic department allocates to every student a "personal tutor," who provides academic, professional, and personal assistance throughout the student's course of study. In 1988-89, in response to fiscal constraints, a number of departments made no formal allocation of personal tutors, relying instead on academic tutors to fulfill their role. In an effort to prepare academic tutors to meet these expectations, the college initiated a number of projects, including an in-house course on student support and tutoring; seminars/workshops bringing together academic and student support practitioners; and the preparation of an information packet for academic staff. In addition, the college undertook a study of student support services, focusing on the academic tutors with responsibility for students' first year of study. Interviews with personnel in every department revealed that sometimes the least experienced faculty had responsibility for providing student support. With case loads of up to 200 students, many of the tutors felt overburdened, especially facing students with major personal problems, such as family violence, pregnancy, and ill-health. Many tutors felt inadequately prepared or unwilling to deal with these problems. Asked about possible staff development, the staff requested briefing and support. Before selecting an approach to staff development, colleges should determine which model of student services best reflects their own programs. Predominant models include the pastoral care or "in loco parentis" model; the professional student services model; the curriculum model which bases student support within academic departments; and the personnel management model, in which the institution assumes responsibility for aspects of employee (i.e., student) welfare and training. (JMC)

ED 308 903 JC 890 338

*Hudson, Rochelle; And Others*

Project for Adult College Education (PACE) Evaluation.

**Los Angeles Community Coll. District, Calif.**

PUB DATE- Mar 89
NOTE- 40p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adult Education; Adult Students; Community Colleges; Nontraditional Education; Nontraditional Students; *Outcomes of Education; *Outreach Programs; *Participant Satisfaction; Program Evaluation; School Holding Power; Student Attitudes; *Student Attrition; Student Characteristics; Teacher Attitudes; Two Year Colleges

The Project for Adult College Education (PACE) is a unique educational delivery system designed to meet the needs of working adults through television courses, conferences, seminars, theme-focused interdisciplinary courses, and team teaching. In March 1989, an evaluation of PACE was conducted in the Los Angeles Community College District, focusing on student characteristics, indicators of program quality, student outcomes, and faculty and student views of the program. Study findings included the following: (1) 91% of the PACE students intended to transfer to a four-year institution; (2) 88% were employed full time, and 27% were affiliated with a union; (3) course requirements in PACE classes included an average of 4.9 written and/or performance assignments, in addition to regular reading assignments; (4) semester-to-semester retention was higher in PACE than in regular classes; (5) within-semester retention in PACE was 74%; (6) in spring 1987, black students accounted for 27.4% of the PACE enrollment and 18.4% of the total enrollment; (7) PACE was found to exceed the program completion rate of regular programs by 20%; (8) PACE's program schedule and off-campus locations were major attractions for students; (9) 53.8% of the PACE students rated the quality of instruction as excellent; and (10) 92% of the PACE faculty gave the program a rating of good or excellent. Recommendations for improving the PACE program are included. (JMC)

ED 308 916                    JC 890 352

*Cloud, Robert C.*
Texas Two-Year College Funding: Issues for the 1990's.
PUB DATE- Aug 89
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Community Colleges; *Educational Finance; Educational Trends; *Finance Reform; *Financial Support; *State Aid; State School District Relationship; State Surveys; *Tax Allocation; Tuition; Two Year Colleges
IDENTIFIERS- Contact Hours; *Texas

An overview is provided of trends and issues in the financial support of Texas's community colleges. Part I provides introductory comments on the functions, enrollments, and costs of the state's public community college system. Part II reviews nationwide trends in the state and local support of two-year colleges, effects of declining revenues, models of financial support, and efforts to stabilize funding. Part III offers a historical overview of the funding process in Texas and explains the contact hour system used to support all instructional costs other than facilities construction, maintenance, and operation. Under the contact hour system of funding, appropriations are based on a median cost figure for each program applied to the contact hours produced for that program. The structure enables each community college to receive a line item appropriation each biennium based on contact hours produced by the college during the previous funding period. After highlighting the benefits of this funding structure, the paper details state appropriations for 1988-89 and discusses other sources of college revenue. Part IV identifies funding issues for the 1990's and beyond, including the need to diversify the state's economy; the the need for colleges to solicit corporate and private financial support; the effects of state legislation mandating skills assessment and remediation for entering college students; and the impact of population dynamics. After part V discusses the implications of the state's continuation as the primary funding source for the community college system, part VI draws conclusions and offers recommendations. (ALB)

ED 309 002 RC 017 124

*Garcia, Herman S., Ed.; Chavez, Rudolfo Chavez, Ed.*
Ethnolinguistic Issues in Education.
**Texas Tech Univ., Lubbock. Coll. of Education.**
PUB DATE- 88
NOTE- 153p.
AVAILABLE FROM- Director of Bilingual Education, College of Education, Texas Tech University, Lubbock, TX 79409-1071 ($6.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143)
DESCRIPTORS- *Bilingual Education; Bilingual Students; Bilingual Teacher Aides; Bilingual Teachers; *Cultural Pluralism; Educational Theories; Elementary Secondary Education; English (Second Language); Higher Education; Inservice Teacher Education; Limited English Speaking; Minority Groups; Multicultural Education; Parent Role; Postsecondary Education; *Teacher Education
IDENTIFIERS- *Bilingual Special Education; Chicanas; Ethnolinguistics; Peru; United States

The 12 articles in this book present diverse views of bilingual and multicultural education. Three sections contain chapters on the following topics: theoretical and philosophical views; policy, administration, and teacher training; and bilingual and special education. The three chapters in section one are: "Problems in the Study of Second Language Learners" (Andres Barona and Cynthia Gonzalez); "Major Guidelines To Be Followed in Developing a Successful Bilingual/Multicultural Teacher Education Program" (Anne Richardson Gayles); and "Code-Switching, Intuitive Knowledge, and the Bilingual Classroom" (Adalberto Aguirre, Jr.). The six chapters in section two are: "Interactional Style of Teachers and Parents during Bilingual Instruction" (Eugene E. Garcia); "A Study of Training Needs in Preservice and Inservice Bilingual Education" (William L. Johnson, Billy E. Askins, Leslie Huling-Austin, and John Robinson); "The Relative Importance of Bilingual Education in the Maintenance of the Minority Language" (Eliverio Chavez); "Training for Minority Language Parents: Are We Providing Them What They Want or Need?" (Jim Bransford and Rodolfo L. Chavez); "Chicana Doctoral Students: Another Look at Educational Equity" (Jayni Flores); and "A Comparison of Bilingual Education Policies and Practices in Peru and the United States" (Liliana Minaya-Rowe). The three chapters in section three are: "A Survey of Bilingual Special Education Inservice Needs: Perceptions of Educators from a Rural State" (Ofelia Miramontes, Leonard Baca, and Nancy Rowch); "The Interaction between Families of Culturally Diverse Handicapped Children and the School" (Anne Gallegos and Roberto Gallegos); and "Assessing Limited English Proficient Students for Special Education" (Mary Beth Ryan). (CBH)

ED 309 060 SE 050 713

Science for All Americans: Summary, Project 2061.
**American Association for the Advancement of Science, Washington, D.C.**
SPONS. AGENCY- Andrew W. Mellon Foundation, New York, N.Y.; Carnegie Corp. of New York, N.Y.
PUB DATE- 89
NOTE- 17p.; For other Project 2061 panel reports, see SE 050 707-711. For overview, see SE 050 712.
AVAILABLE FROM- AAAS Books, Dept. 2061, P.O. Box 753, Waldorf, MD 20604 (for price, contact AAAS offices; quantity prices available).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Change; Educational Improvement; Elementary Secondary Education; Futures (of Society); *Mathematics Education; Science and Society; *Science Curriculum; *Science Education; Scientific Attitudes; *Scientific Enterprise; Scientific Principles; Technology
IDENTIFIERS- *Project 2061 (AAAS); *Science Policy

Project 2061 is a three-phase plan of action designed to contribute to the reform of science, mathematics, and technology education. Phase I was to establish a conceptual base for reform by spelling out the knowledge, skills, and attitudes that all students should acquire as a result of their experiences from kindergarten through high school. Phase II was to design alternative curriculum models to promote scientific literacy in the schools. Phase III was to implement the recommendations of this project. This pamphlet was designed to summarize Project 2061 and was intended to serve as an introduction to Project 2061. It includes discussions of the recommendations of the project, including the dimensions of scientific literacy, details of what students should understand about the nature of science, details of scientific ways of knowing, science perspectives, and the qualities of a scientific attitude; and describes necessary actions in the second and third phases of the project. A list of the members of the National Council on Science and Technology Education and the Project 2061 Staff is included. (CW)

ED 308 722 FL 018 086

*Ahn, Sung-Ho*
Korean Reciprocals and LF-Movement.

PUB DATE- 88
NOTE- 14p.; Paper presented at the Annual Meeting of the Eastern States Conference on Linguistics (5th, University of Pennsylvania, September 30-October 2, 1988). The complete Proceedings are available from the Dept. of Linguistics, Ohio State University, Columbus.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Contrastive Linguistics; English; *Form Classes (Languages); Japanese; *Korean; *Language Patterns; Language Research; *Linguistic Theory; Morphology (Languages); Uncommonly Taught Languages
IDENTIFIERS- Homophones; *LF Movement; *Reciprocals (Languages)

The distributional and interpretive properties of the reciprocal "selo" in Korean are analyzed and compared with reciprocals in other languages, particularly Japanese and English. It is proposed that if it can be assumed that there are two homophonous "selos" in Korean, four of the five idiosyncratic properties of "selo" are accounted for immediately, and that some contrasts and generalizations can be accounted for as interplay of a general operation, including distributor's LF-movement, binding theory, and a language-specific constraint. (MSE)

ED 308 764 HE 022 733

*Kallio, Ruth E.; Spielvogel, Jennifer A.*
A.C.T. Test Score Senders: Real Interest or Keeping Options Open? AIR 1989 Annual Forum Paper.
PUB DATE- May 89
NOTE- 25p.; Paper presented at the Annual Forum of the Association for Institutional Research (29th, Baltimore, MD, April 30-May 3, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Admission; *College Applicants; *College Choice; Decision Making; Eligibility; Expectation; Higher Education; Institutional Research; Scores; *Standardized Tests; *Student Attitudes
IDENTIFIERS- *AIR Forum; American College Testing Program

A survey was conducted of a sample of 716 well-qualified students who sent their American College Testing Program (ACT) scores to the University of Michigan but subsequently did not apply for admission. Telephone interviews resulted in 574 completed interviews, for an 80% response rate. The interview instrument elicited information regarding the colleges these students considered, their ratings of these schools relative to an "ideal" college, their sources of information, and the key factors influencing their decisions to send scores and not to apply. The findings suggest that these decisions are a function of the student's level of interest in a college, desire to keep options open, information-gathering activities, and expectations regarding the college's response upon receiving the scores. A model of this stage of the college choice process is proposed. Contains 11 references. (Author/KM)

ED 308 860 IR 052 799

*Thomas, Joy*
Basic Library Skills.
**California State Univ., Long Beach. University Library.**
PUB DATE- 87
NOTE- 49p.; Some illustrations may not reproduce clearly.
AVAILABLE FROM- California State University Library, Long Beach, CA 90840-1901 ($5.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Academic Libraries; *Card Catalogs; Higher Education; *Library Instruction; *Library Services; Library Skills; *Reference Services; *Research Skills; *Search Strategies

This guide is designed to introduce students to the California State University at Long Beach Library. The first chapter discusses how to start searching for information--types of information sources, search strategy, choosing a topic and finding preliminary information, encyclopedias, and dictionaries. Topics related to catalogs and computers are addressed in the second chapter--the card catalog; author, title, and subject approaches; reference books; audiovisual materials; filing in the card catalog; using information on catalog cards; classification systems and call number order; the Library Information Network; and checking out a book. The third chapter covers periodicals, newspapers, and their indexes. The guide is illustrated throughout and an index is provided. (MES)

ED 308 930 PS 018 066

*Coates, Deborah L.; Maxwell, Joan P.*

Changing Maternal Behavior in an Urban Low Birthweight Intervention.

**Better Babies Project, Inc., Washington, DC.**

SPONS. AGENCY- Ford Foundation, New York, N.Y.; Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Office for Maternal and Child Health Services.; March of Dimes Birth Defects Foundation, Washington, D.C.; Rockefeller Foundation, New York, N.Y.
PUB DATE- Apr 89
NOTE- 24p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Kansas City, MO, April 27-30, 1989).
GRANT- MCJ-110558
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Birth Weight; *Delivery Systems; Health Promotion; Intervention; Low Income Groups; *Outreach Programs; *Pregnancy; Prenatal Influences; Program Implementation; Social Services; *Urban Areas
IDENTIFIERS- *Better Babies Project; *Maternal Health

The Better Babies Project is attempting to intervene with inner city pregnant women, many of whom are poor, to change their behavior in order to reduce the many behavioral risks associated with delivering a low birthweight infant. The research objective of this intervention is to offer and document the provision of consistent and comprehensive services to pregnant women with differing risk factors and differing needs. Several concepts underlie this intervention approach. They include: (1) one-on-one delivery by paraprofessionals to participants; (2) the provision of a comprehensive set of services; and (3) monthly development and reassessment of needs-based intervention plans. Some of the tools which were developed to manage a pregnancy intervention fall into three categories: (1) standardized assessment inventories and records of needs and services; (2) an administrative data base that records needs and services; and (3) interim measures of success in applying the intervention. Included are sample handouts and forms used in the intervention and preliminary data tables. (RJC)

ED 309 030 SE 050 654

# Mathematics Objectives. 1990 Assessment.

**National Assessment of Educational Progress, Princeton, NJ.**
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- ISBN-0-88685-080-0
PUB DATE- Nov 88
NOTE- 65p.; Drawings may not reproduce well.
GRANT- G-008720335; SPA-1549
AVAILABLE FROM- National Assessment of Educational Progress, Educational Testing Service, Rosedale Road, Princton, NJ 08541-0001 ($5.00, booklet No. 21-M-10).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160) Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Algebra; Data Analysis; Educational Assessment; *Elementary School Mathematics; Elementary Secondary Education; Functions (Mathematics); Geometry; Mathematical Concepts; *Mathematics Achievement; Measurement; National Surveys; Number Concepts; Probability; *Problem Solving; *Secondary School

Mathematics; Statistics; Test Construction; Test Items
IDENTIFIERS- National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) reports on the status and progress of educational achievement in the United States. Based on its surveys, "The Nation's Report Card" provides comprehensive information about what students in the United States can do in various subject areas. The framework for the 1990 mathematics assessment is organized according to mathematical abilities and content areas for grades 4, 8, and 12. This document describes the organization of the 1990 effort and the construction of the instrument. The mathematical abilities to be assessed are conceptual understanding, procedural knowledge, and problem solving. The section on "Content Areas" contains assessments on: (1) "Numbers and Operations"; (2) "Measurement"; (3) "Geometry"; (4) "Data Analysis, Statistics, and Probability"; and (5) "Algebra and Functions." Abilities and subtopics are included under these headings. An appendix includes sample questions. (DC)

ED 309 045 SE 050 687

Plastics in the Ocean: More Than a Litter Problem.
**Center for Environmental Education, Washington, D.C.**
PUB DATE- Feb 87
NOTE- 151p.; Photographs may not reproduce well.
AVAILABLE FROM- Center for Marine Conservation, 1725 DeSales St., NW, Washington, DC 20036 ($9.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Animals; Conservation (Environment); *Environmental Education; *Marine Education; Natural Resources; Oceanography; *Plastics; Science Education; *Solid Wastes; Statistical Data; *Waste Disposal; *Wildlife
IDENTIFIERS- *Oceans

**Environmental impacts arise from entanglement of marine animals in plastic debris and from ingestion of plastics by marine organisms. Plastic debris can cause potential threats to humans when divers become entangled or vessels become fouled in debris. The depletion of fishery resources, vessel damage, and aesthetic degradation resulting in lost tourism revenues or costly cleanup procedures all contribute to significant economic impacts caused by plastic debris. This document discusses: (1) "Types and Quantities of Plastic Debris"; (2) "Sources of Plastic Debris"; (3) "Impacts of Plastic Debris"; (4) "Regional Analysis of Plastic Debris"; and (5) "Legal Authorities Pertaining to the Disposal of Plastics in the Marine Environment." Over 125 references are listed. Appendices include funding for entanglement/debris programs and a list of related programs. (CW)**

ED 308 692 FL 018 029

*Hallman, Clemens L.; Campbell, Anne E.*

Methods of Teaching FLES (Foreign Languages in the Elementary Schools): A Course Syllabus.

**Florida Univ., Gainesville. Coll. of Education.**
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee.
PUB DATE- Sep 88
NOTE- 199p.
GRANT- 88031704
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Research/Technical (143)
DESCRIPTORS- Annotated Bibliographies; Course Descriptions; Curriculum Design; Elementary Education; *FLES; Higher Education; Instructional Materials; *Language Teachers; Literature Reviews; National Surveys; Resource Units; Second Language Instruction; State Curriculum Guides; State Standards; State Surveys; Teacher Certification; *Teacher Education; *Teacher Education Curriculum; Teaching Methods; Videotape Recordings
IDENTIFIERS- *Florida

As a result of the changes in certification procedures for foreign language teachers in Florida, a syllabus was designed that could be used by both university professors and by district level supervisors to provide preservice and inservice training for teachers of foreign languages in the elementary schools (FLES). The syllabus follows a functional/collaborative process that incorporates the following elements: (1) review of literature and materials; (2) collaborative developmental meetings; (3) state and national surveys; (4) individual interviews; (5) videotaping; and (6) review by, and suggetions from, consultants. The functional/collaborative curriculum design process used to develop the syllabus allowed for maximum contribution of ideas from all FLES professionals in Florida. In addition, survey and interview data also insured that the more global concerns of the profession would be addressed. Supporting materials were designed and selected to aid university and district course developers in designing FLES methods courses that would meet both the state certification guidelines and district level needs. The supporting materials include the following: selected readings in FLES theory and research, an annotated reference bibliography, and an annotated bibliograhy of FLES program support materials. (88 references) (Author/DJD)

ED 308 707 FL 018 069

*Miller, Ann M.*
Morphological Idiosyncracies in Classical Arabic: Evidence Favoring Lexical Representations over Rules.
PUB DATE- Oct 86
NOTE- 14p.; In: Proceedings of the Annual Eastern States Conference on Linguistics (3rd, Pittsburgh, PA, October 10-11, 1986). The complete Proceedings are available from the Dept. of Linguistics, Ohio State University, Columbus.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Consonants; Form Classes (Languages); Language Patterns; Language Research; *Lexicology; *Linguistic Theory; *Morphology (Languages); Uncommonly Taught Languages
IDENTIFIERS- Affixes; *Arabic (Classical)

A lexical representational analysis of Classical Arabic is proposed that captures a generalization that McCarthy's (1979, 1981) autosegmental analysis misses, namely that idiosyncratic characteristics of the derivational binyanim in Arabic are lexical, not morphological. This analysis captures that generalization by treating all the idiosyncracies uniformly in the lexicon by pre-linking affixes and non-final doubled consonants to their template slots. This approach will simplify the grammar of Arabic as proposed by McCarthy by reducing the number of its rules and conventions. A detailed argument is presented against McCarthy's handling of those words that have exceptional, idiosyncratic characteristics. The argument includes heavy emphasis on the following rules: (1) the Eighth Binyan Flop rule, and (2) the rule of Second, Fifth Binyanim Erasure. (DJD)

ED 308 737 HE 022 439

*Schatzberg-Smith, Kathleen*
Dialogue Journal Writing and the Initial College Experience of Academically Underprepared Students.
PUB DATE- Mar 89
NOTE- 42p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989). This paper is based on parts of the author's doctoral dissertation completed at Hofstra Univesity in 1988.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; *Educationally Disadvantaged; Higher Education; High Risk Students; *Journal Writing; Low Achievement; *Student Attitudes; *Study Habits; *Teacher Student Relationship; *Writing (Composition)

The literature on journal writing to learn supports journal writing as a means of enabling students to understand and modify their own academic habits and attitudes. Dialogue journal writing adds another component in which the academically skilled adult offers support, insight, and feedback through written interaction. A study was conducted in which a self-report inventory of study habits and attitudes was given before and after a 15-week period in which 38 students exchanged weekly written dialogue with one of two instructors. Three variables in the students' writing (words, questions and evaluatives) were hypothesized to account for changes in study habits and attitudes. Relationships between these variables and two variables in the instructors' writing were also explored. The pretest accounted for 70% of the variance in the posttest, but multiple regression analysis showed that the three student variables account for another 13% of the variance. A correlation was also observed between student and teacher volume of writing. Exploratory descriptive analyses identified functions and topics in student and teacher writing and interactions apparent in 12 randomly selected journals. The findings support the value of dialogue journals to improve the student habits and attitudes of underprepared college students. Contains 42 references. (Author/KM)

ED 308 780 HE 022 749

*Friedel, Janice Nahra*
The EICCD Program Evaluation Process: A Primary Data Source for Strategic Planning and Decision Making. AIR 1989 Annual Forum Paper.
PUB DATE- May 89
NOTE- 24p.; Paper presented at the Annual Forum of the Association for Institutional Research (29th, Baltimore, MD, April 30-May 3, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Curriculum; College Instruction; *College Planning; *College Programs; Community Colleges; Enrollment; *Evaluation Methods; Graduation; Higher Education; Institutional Research; Program Costs; *Program Evaluation; *Self Evaluation (Groups)
IDENTIFIERS- *AIR Forum; Eastern Iowa Community College District; External Evaluation; *Strategic Planning

The primary purpose of the Eastern Iowa Community College District (EICCD) Program Evaluation Process is to ensure curricular relevance, instructional quality and the effective and efficient use of resources. Developed and pilot-tested on 38 vocational-technical programs, the model is being utilized by more than 120 technical and community colleges in the United States and Canada. The process consists of two phases, an annual review of the program in terms of 10 data elements and an in-depth program review conducted once every 3-5 years. The 10 data elements are unduplicated enrollment/headcount; contact hours generated by the program; full-time equivalent (FTE) enrollment generated by the program; program graduation/completion rates; program leavers and withdrawal rates; program majors' intent for enrolling in the program; program costs; average class size; success of program leavers and graduates; and meeting highlights. Phase II consists of faculty self-study; an internal review team visit and report, surveys conducted of 6 target groups, and decision-making. Contains 38 references. (Author/KM)

ED 308 807 IR 013 867

*Ausel, Dennis; Bieger, George R.*
The Durability of Picture Text Procedural Instructions for Individuals with Different Cognitive Styles.
PUB DATE- Feb 89
NOTE- 7p.; In: Proceedings of Selected Research Papers presented at the Annual Meeting of the Association for Educational Communications and Technology (Dallas, TX, February 1-5, 1989). For the complete proceedings, see IR 013 865.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Analysis of Variance; Aptitude Treatment Interaction; *Cognitive Style; *Field Dependence Independence; Higher Education; *Recall (Psychology); *Visual Stimuli
IDENTIFIERS- *Instructions; *Picture Text Relationship

The concept of adding pictures to text to attempt to produce significantly better recall when instructors are not available was examined in this study. Forty-seven undergraduates, selected from an original group of 90 who took the Group Embedded Figures Test, were classified as field independent or field dependent, and randomly assigned to one of three sets of procedural assembly instructions (picture alone, text alone, or text with picture). Individually, each participant was asked to assemble a model loading cart while the assigned instructions were at hand. Individuals who assembled a hand cart that was judged functional were asked to return 28 days later to reassemble the model without the instructions. Two dependent variables were used (time on task and assembly errors) for the immediate comprehension tasks and the delayed recall conditions. Results indicated that the type of instructions can produce significant differences in accuracy of performance for this kind of task, but that the effects on accuracy of the type of stimulus are not long-lasting. Conversely, while cognitive style did not produce significant differences in performance accuracy in the short-term, successful assemblers who were field-independent retained their assembly knowledge better than their field-dependent counterparts. With respect to stimulus type, pictures alone seemed to produce faster assemblies and text alone the slowest in the short term. However, in the long term, text alone produced faster recall assemblies. (5 references) (CGD)

ED 308 945 PS 018 121

*Han, Myunghee; Washington, Ernest D.*
Traditional Korean Child Rearing Practices.

PUB DATE- 88
NOTE- 27p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Attachment Behavior; *Child Rearing; *Developing Nations; Emotional Development; Family Relationship; Family Structure; *Folk Culture; Foreign Countries; Pregnancy; Values
IDENTIFIERS- *Koreans; *South Korea

This study describes traditional Korean child rearing and its relation to personality, social development, and their implications for education. Topics addressed include the family structure, traditional value orientation, the prenatal period, patterns of interaction in infancy, the baby as a vulnerable being, the baby as a spiritual being, the mother-child bond, and emotional patterning. Korean culture is based on a unique pattern of beliefs, values, child rearing practices, and family relationships. At the center of the culture are the beliefs about the child's vulnerability and spirituality. Reflecting a tradition deeply rooted in Shamanism, Buddhism, and Confucianism, child rearing rituals are interwoven with day-to-day living. The result is that children develop with a sense of identity that conforms to deeply held beliefs. These beliefs result in youngsters who are thoughtful, considerate, and who are respectful of their parents. Implications for education are discussed. (Author/RH)

ED 308 960 PS 018 145

*Mervis, Carolyn B.*
Operating Principles and Early Lexical Development.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- Apr 89
NOTE- 14p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Kansas City, MO, April 27-30, 1989).
GRANT- NSF-BNS-81-21169; NSF-BNS-84-19036
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classification; Cognitive Processes; *Concept Formation; *Language Acquisition; Language Research; Research Needs; *Semantics; *Social Influences; *Toddlers

Two types of operating principles thought to play an important role in early lexical development are discussed. The principles are those concerned with: (1) assignment of reference or meaning to words; and (2) formation and evolution of categories. Discussion also addresses related issues, such as the developmentally important relationship between operating principles and environmental input, and the question of when principles become usable for the child. Concluding discussion stresses the importance of extensive observational research for investigations of the role of operating principles and environmental input in the process of early lexical development. The study of early lexical development cannot be limited to the study of operating principles or input alone. Progress is most likely to result from the study of the two together. (RH)

ED 308 975 PS 018 170

*Parkhurst, Kathleen J.*
Improving Homework Performance at the Junior High Level.
PUB DATE- 89
NOTE- 115p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Homework; Junior High Schools; *Junior High School
Students; Parent Role; *Policy Formation; School Districts; *Schoo
Policy; *Student Improvement; Teacher Role
IDENTIFIERS- *Policy Implementation

An elementary school principal designed and implemented a practicu study to improve the homework performance of junior high students. Goals of the practicum were to: (1) decrease the number of students who received failing grades due to incomplete or missing homework; and (2) establish a district homework policy which would provide a guideline for teachers designing homework assignments and result in positive academic results for students. In conjunction with teachers in grades three through eight, a homework policy was developed and implemented for a seven-month period. After implementation, parents, students, and staff were surveyed to determine whether the policy was supported by all groups and was effective in increasing the number of assignments completed and handed in. Practicum evaluation data indicated that outcomes were positive: there was a significant decrease in the number of students failing a course due to incomplete homework. Teachers learned that parents were supportive of homework. Parents took an active role in working with children at home. Students believed that the amount of homework assigned daily was satisfactory. All groups stated that they believed that homework is essential for academic success. Appendices provide a statement of the homework policy, survey instruments used, and related materials. (RH)

ED 308 990 PS 018 333

*Evangelou, Demetra*
Mixed-Age Groups in Early Childhood Education.
**ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.**
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- EDO-PS-89-4
PUB DATE- 89
NOTE- 3p.
CONTRACT- OERI-88-062012
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC

Information Analysis Products (071)
DESCRIPTORS- *Cognitive Development; Early Childhood Education; Educational Practices; *Elementary School Students; *Grouping (Instructional Purposes); *Preschool Children; *Social Development
IDENTIFIERS- ERIC Digests; *Mixed Age Groups

The topic of mixed-age groups in early childhood education is discussed in terms of: (1) advantages of mixed-age classes; (2) social development in mixed-age groups; (3) cognitive development in mixed-age groups; and (4) implications for early childhood education. It is asserted that mixed-age interaction among young children can offer a variety of developmental benefits to all participants. Empirical data on the educational principles that should guide instruction in mixed-age environments are not yet available; however, when available, such data are likely to support the position that mixed-age group interaction can have unique adaptive, facilitating, and enriching effects on children's development. Nine references are cited for further reading. (RH)

ED 309 076 SE 050 731

*Carter, Carolyn S.; Yackel, Erna*

A Constructivist Perspective on the Relationship between Mathematical Beliefs and Emotional Acts.

PUB DATE- 89

NOTE- 36p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Anxiety; Behavior Standards; *Beliefs; *Emotional Response; *Mathematical Enrichment; Mathematics; *Mathematics Anxiety; *Mathematics Instruction; Qualitative Research; Social Behavior

IDENTIFIERS- *Constructivism; Mathematics Education Research

This paper describes a framework for making sense of the relationship between emotions, cognition, mathematical activity, and mathematical beliefs. Subjects were participants in a special mathematics anxiety program. Beliefs are classified as instrumental and relational approaches to a situation. Emotion is also distinguished as a two-faceted construct which includes the physiological arousal (emotion as state) and the cognitive construction (emotion as acts). Perceptions of participants are described in detail to illustrate the nature of shifts in beliefs about mathematics and to elaborate on a framework for interpreting the relationship between mathematical beliefs and emotional acts. Some cases of individuals who made no change and became more anxious as the program progressed are discussed. Anxiety is not an inherent response to mathematics, but is based on an individual's beliefs about mathematical activity. (YP)

*Geis, Michael L.*
A New Theory of Speech Acts.
PUB DATE- Sep 88
NOTE- 14p.; In: Proceedings of the Annual Eastern States Conference on Linguistics (5th, Philadelphia, PA, September 30- October 2, 1988). The complete Proceedings are available from the Dept. of Linguistics, Ohio State University, Columbus.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Deep Structure; *Discourse Analysis; Language Patterns; Language Research; *Linguistic Theory; Pragmatics; *Semantics; *Speech Acts

A new theory of speech acts is proposed that draws a fundamental distinction between speech acts proper--declaratives, interrogatives, and directives--and the myriad social actions that are performed using language such as making promises, making offers, issuing invitations, and asking questions. The theory states that sentences are usally meant literally in conversation, with the social force of an utterance being predictable given (1) the literal meaning of the sentence, (2) contextual information, (3) a set of conditions on social actions, (4) principles governing conversation, and (5) common sense reasoning of a Gricean sort. It is maintained that the principal benefit of this theory is that it provides the basis for predicting what social action a given utterance will perform in a given situation. It is also maintained that sincerity conditions play a role in predicting what social action an utterance is intended to perform, and that social actions are subject to certain conditions that must be satisfied before they can be successfully performed. Requests and indirect speech acts are also considered from the perspective of the new theory. (DJD)

ED 308 795 HE 022 801

*Richardson, Richard C., Jr.; de los Santos, Alfredo G., Jr.*
Helping Minority Students Graduate from College--A Comprehensive Approach. ERIC Digest.
**ERIC Clearinghouse on Higher Education, Washington, D.C.**
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- EDO-HE-88-11
PUB DATE- 88
NOTE- 3p.
CONTRACT- ED-RI-88-062014
AVAILABLE FROM- ERIC Clearinghouse on Higher Education, The George Washington University, One Dupont Circle, Suite 630, Washington, DC 20036. (Free with stamped self-addressed envelope).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Academic Persistence; *Access to Education; American Indians; Blacks; *College Graduates; College Students; *Educational Attainment; Educational Quality; Equal Education; Excellence in Education; *Graduation; Higher Education; Hispanic Americans; *Minority Groups; Racial Discrimination

Blacks, Hispanics, and American Indians remain less likely to graduate from college than other Americans. This persistent and serious problem is solvable if concerned institutions use a comprehensive approach, implementing 10 principles in order to successfully remove race and ethnicity as factors in college completion. The principles listed are supported by a 3-year national study of 10 predominantly white colleges and universities that have achieved success in graduating minority students over 10 or more years. The 10 principles are as follows: announce your priorities (the goal of eliminating racial and ethnic disparities); back your priorities (spend money to recruit, retain, and graduate minority students); employ minority leaders (to send a clear message about the value of cultural diversity); track your progress; provide comprehensive support services; emphasize quality (with plenty of diversity); reach out to community schools, agencies, and businesses (a community-wide effort can raise minority students' aspirations and academic preparation); bridge the educational gaps (with such bridge programs as extended classes covering required material, tutoring, learning laboratories, collaborative study groups, and intrusive advising); reward good teaching and diversify the faculty (cultivating minority professors by mentoring graduate students or junior faculty members); and construct a nonthreatening social environment (with no incidents of racism). Eight references are included. (SM)

ED 308 834 IR 013 894

*Rieber, Lloyd P.; And Others*
The Effects of Computer Animated Lesson Presentations and Cognitive Practice on Adult Learning in Physical Science.
PUB DATE- Feb 89
NOTE- 15p.; In: Proceedings of Selected Research Papers presented at the Annual Meeting of the Association for Educational Communications and Technology (Dallas, TX, February 1-5, 1989). For the complete proceedings, see IR 013 865. For related papers, see IR 013 892-893.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Analysis of Variance; *Animation; *Cognitive Style; College Students; *Computer Assisted Instruction; Computer Graphics; Computer Simulation; Higher Education; *Instructional Design; *Instructional Effectiveness; *Intermode Differences; Multiple Choice Tests; Science Instruction
IDENTIFIERS- Learner Control

The purpose of this study was to examine the effects of different levels of visual elaborations and practice on application learning of adults in a computer-based science lesson. A total of 141 university students participated in an introductory lesson covering Newtonian mechanics. Three levels of visual elaboration (static graphic, animated graphic, no graphic) were crossed with three levels of practice (behavioral, cognitive, no graphic). Behavioral practice consisted of traditional questioning after each of four lesson parts. Cognitive practice consisted of a structured simulation involving the control of an animated "starship." No effects were found for visual elaboration. The addition of static and animated visuals to the text had no effect on learning. An effect was found for practice such that both types of practice were effective (as compared to a control), but no differences between them were detected. Main effects were found for visual elaboration and practice based on response latency data from the posttest. A moderately significant interaction between visual elaboration and practice indicated several trends for future research. Two tables display the results of data analyses and one figure depicts the interaction between visual elaboration and practice. (32 references) (Author/CGD)

ED 308 877 IR 052 874

*Walker, Geraldene*
End-User Searching: A Selection of the Literature for 1983-1988. An ERIC Synthesis Paper.

**ERIC Clearinghouse on Information Resources, Syracuse, N.Y.**
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- ISBN-0-937597-21-X
PUB DATE- Dec 88
NOTE- 43p.
CONTRACT- RI88062008
AVAILABLE FROM- Information Resources Publications, 030 Huntington Hall, Syracuse University, Syracuse, NY 13244-2340 (IR-80, $4.00 plus shipping and handling).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Computer Software; Futures (of Society); Information Seeking; Man Machine Systems; *Online Searching; *Online Systems; Optical Data Disks; Reference Services; *Users (Information)
IDENTIFIERS- Gateway Systems

This literature review selectively covers material on end-user searching published between 1971 and 1988. The first section discusses end-user search systems--e.g., multipurpose systems developed for end-users, simplified versions of traditional systems, gateway systems, and CD-ROM versions of databases. This section also discusses the complexity of offline search software. Research on end-user searching by various groups or in special settings are addressed in the second section, e.g., scientists, physicians, academics, schools, lawyers, journalists, brokers, and libraries. The next two sections consider end-user training and performance. A discussion of future developments in end-user searching concludes the review. The 155 references listed are organized by broad topics corresponding to sections of the review. (MES)

ED 309 016 RC 017 142

*Smith, Stephen M.; Barkley, David L.*
Local Economic Impacts of High Technology Manufacturing in the Nonmetropolitian West. Community Economics.

**Western Rural Development Center, Corvallis, Oreg.**
REPORT NO.- WREP98
PUB DATE- Mar 89
NOTE- 17p.
AVAILABLE FROM- Western Rural Development Center, Oregon State University, Ballard Extension Hall 307, Corvallis, OR 97331-3607 ($1.50).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Economic Development; Economic Opportunities; *Economic Progress; Manufacturing; Rural Areas; *Rural Development; *Rural Economics
IDENTIFIERS- *Nonmetropolitan Areas; United States (West)

Rural communities in the West have lost jobs in traditional (i.e., resource based) industries, a change that has prompted a search for new employment opportunities. High-tech manufacturing has been the focus of considerable attention because of its potential for continued rapid growth. Many high-tech industries are dispersing geographically to small urban areas and nonmetropolitan counties. The growth, employment, and decentralization characteristics of high-tech manufacturing industries indicate their potential to generate employment opportunities in nonmetropolitan economies. This report, the product of a study that surveyed 280 high-tech and 301 low-tech establishments in nonmetropolitan counties in 11 western states presents the following conclusions: (1) small towns and rural counties are not at any particular disadvantage although greater percentages of large plants and branch plants locate in metropolitan-adjacent counties; (2) high-tech plants generate as many jobs as traditional plants; (3) the structure of occupations differs between high-tech and low-tech and between branch and single unit plants; (4) high-tech plants employ higher percentages of women, concentrated in lower skilled production occupations; and (5) high-tech plants purchase a lower percentage of local nonlabor inputs than low-tech plants. Statistical data are reported in tables and graphs. A list of high technology industries is included as an appendix. This report contains 10 references. (ALL)

ED 309 046 SE 050 695

*Taylor, John*
Guide on Simulation and Gaming for Environmental Education.
**United Nations Educational, Scientific, and Cultural Organization, Paris (France). Environmental Education Section.**
REPORT NO.- ISBN-92-3-102145-1
PUB DATE- 85
NOTE- 120p.
AVAILABLE FROM- Unesco, 7 place de Fontenoy, 75700 Paris, France (price not available).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Conservation (Environment); *Educational Games; *Environmental Education; *Game Theory; Instructional Materials; *Learning Activities; Role Playing; *Science and Society; *Simulation; Teaching Methods

Among various possible pedagogical approaches which favor the integration of an environmental dimension into educational processes, gaming and simulation seem particularly suitable to environmental education. Environmental games and simulations reproduce in a simplified and didactical manner the complex nature of concrete environmental problems. The game situation can take into account various factors as well as the values, interests, and behavioral patterns of different social actions (e.g., scientists, government officials, or the general public) which are likely to contribute to the generation and solution of environmental problems. Games and simulation provide the student-players with a framework which helps them to appraise situations in a multidisciplinary perspective, reveals the importance of balancing group values and interests in the solution of environmental problems, and prepares them for efficient decision making. This guide on the design of simulation and gaming aims at providing basic practical knowledge for the purpose of stimulating specialists in charge of curricula and materials development, as well as teachers, to adapt existing games and simulations to their particular situations or to develop original materials of a similar kind. The guide comprises two parts. The first develops fundamentals of gaming and simulation design; the second provides examples of games, including a specific game devised for generating other games. (CW)

ED 309 061 SE 050 714

The Technological Dimensions of International Competitiveness.

**National Academy of Engineering, Washington, DC. Committee on Technology Issues That Impact International Competitiveness.**

PUB DATE- 88
NOTE- 71p.
AVAILABLE FROM- Office of Administration, Finance, and Public Awareness, National Academy of Engineering, 2101 Constitution Avenue, NW, Washington, DC 20418 (free while supply lasts).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Appropriate Technology; *Competition; *Engineering; Engineering Education; Government Role; Government School Relationship; Higher Education; Industry; Research and Development; School Business Relationship; Science and Society; Sciences; *Scientific and Technical Information; *Technological Advancement; *Technology

This report focuses primarily on the technological dimensions of competitiveness in the United States with its capability to: create and effectively use technology; increase the value added to goods and services through the application of technology; manage technology in industry for more effective relationships among companies, universities, and the government in the creation and use of technology; and develop a motivated work force capable of adapting to a technologically dynamic workplace. The roles and performance of industrial, governmental, and educational institutions involved in and responsible for the generation and application of technology for commercial purposes are discussed, and proposals for action are offered. The coda of the committee is provided along with committee membership. (MVL)

ED 308 708 FL 018 071

*Pinkham, Jessie*
A Grammar of English for a Machine Translation System.
PUB DATE- Oct 86
NOTE- 10p.; In: Proceedings of the Annual Eastern States Conference on Linguistics (3rd, Pittsburgh, PA, October 10-11, 1986). The complete Proceedings are available from the Dept. of Linguistics, Ohio State University, Columbus.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *English; *Grammar; *Language Processing; *Machine Translation; Phrase Structure; Structural Analysis (Linguistics)
IDENTIFIERS- *Left Modifier Grouping; Parsing

The development of a new grammar of English for machine translation systems at Weidner Communications Corporation is described. Although the project began with the intention of simply modifying the grammar rules already in use in the translation system, the reorganization of the grammar was deemed necessary for providing a principled manner of increasing coverage and for improving the efficiency of the grammar read by the parser. The most innovative aspect of the grammar is the approach to the internal structure of phrasal constituents. This approach, referred to as Left-Modifier Grouping, groups left-hand modifiers of most lexical heads with the head as a constituent to which right-hand modifiers are then attached. Left Modifier Grouping is based on a linguistic generalization about the phrase structure of English by which nodes to the left of all lexical heads except "V" are not themselves right-branching. A consequence of Left Modifier Grouping is that a practical grammar of English for parsing can be broken down into two types of rules: (1) those that are not recursive, thus applicable only once; and (2) those that are recursive, allowing reapplication. A summary of the two blocks of rules is presented. (DJD)

ED 308 751 HE 022 525

*Ost, David H.; Twale, Darla J.*
An Analysis of Appointments of Higher Education Administrators:
Reflections of Administrative and Organizational Structures.
PUB DATE- Sep 88
NOTE- 25p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrator Characteristics; *Administrator Selection; Affirmative Action; *Career Ladders; *College Administration; College Faculty; Employed Women; Faculty Recruitment; Higher Education; Personnel Policy; Recruitmen Sex Discrimination; Success; *Women Faculty

A study of appointments of academic administrators in higher education is discussed. Its goals were: to identify the success rate of women relative to the proportion of their representation in higher education; to identify and characterize any emerging alternative career pathways in colleges and universities; to compare the success rate for position types of internal candidates with external candidates; and to determine if the hiring procedures reflect changing policies. In this study, 1,610 administrative positions were categorized according to type of position, type of institution, and sources of appointee. Results indicate that hiring committees review candidates' papers in search of credential rather than competence, and this is a disadvantage for anyone who has not had the accumulated time-in-line experience. Data indicate there has been no significant change in the percent of successful female candidates for employment in mainline administration over the past decade, though there is evidence that females are increasingly successful in entering higher education administration via alternative routes. Administrative mobility through accrued responsibility is an emerging phenomenon within higher education. Females are particularly successful with the process among private institutions of higher education. The implications of this practice for professionals attempting to enter higher education administration through alternative routes is less than positive. Tables are included. Contains 23 references. (Author/SM)

ED 308 765 HE 022 734

*Strubbe, J.*

University Management of Research: A Data-Based Policy and Planning. AIR 1989 Annual Forum Paper.

PUB DATE- May 89
NOTE- 18p.; Paper presented at the Annual Forum of the Association for Institutional Research (29th, Baltimore, MD, April 30-May 3, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Databases; Higher Education; Information Transfer; Institutional Research; *Policy Formation; *Research Administration; Research Design; *Research Projects; *Scientific and Technical Information
IDENTIFIERS- *AIR Forum

The development of an appropriate research policy for a university as well as for the national and international levels can be accomplished only if quantitative data and qualitative evaluations (scientific contribution, results, goal-achievement) are made available to illustrate research activities. A database is described that would enable important data about research projects to be stored, monitored and retrieved. Data types include: name of project leader, title, abstract, contact address, time, funding source, financing per year, names or full-time equivalents for researchers and administrative personnel, key words, and codes for research disciplines and application fields. The use of such data in promoting and planning research, in information exchange among researchers and to government and industry, and in evaluation of research and policy formation are discussed. Contains 14 references. (KM)

ED 308 781 HE 022 750

*Otten, Chris; Savenije, Bas*
The Rise and Fall of an Allocation Model: An Evaluation of Its Role as an Instrument for Policy Decisions. AIR 1989 Annual Forum Paper.

PUB DATE- May 89
NOTE- 21p.; Paper presented at the Annual Forum of the Association for Institutional Research (29th, Baltimore, MD, April 30-May 3, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrative Policy; Budgeting; *College Planning; *Educational Finance; Foreign Countries; Higher Education; Institutional Research; Models; Policy Formation; *Political Influences; *Resource Allocation
IDENTIFIERS- *AIR Forum; Netherlands; *University of Utrecht (Netherlands)

The history of the present allocation model of a Dutch university is evaluated. This model was widely accepted at the start. As budget decreases continued, the model was increasingly criticized. At present it is no longer accepted as an instrument for policy decisions. The details of the model itself have become issues of political interest and discussion. The need is stressed for timely adjustment of allocation models, and the circumstances that influence the lifespan of such models are analyzed. Implications for financial planning and budgeting are also discussed. Contains 11 references. (Author/KM)

ED 308 821 IR 013 881

*Hussain, Noorul; Olia, Fatemeh*
Perceptions of International Students toward the Use of Educational Media in Their Home Countries.
PUB DATE- Feb 89
NOTE- 10p.; In: Proceedings of Selected Research Papers presented at the Annual Meeting of the Association for Educational Communications and Technology (Dallas, TX, February 1-5, 1989). For the complete proceedings, see IR 013 865.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adoption (Ideas); *Developing Nations; *Educational Media; *Educational Technology; Foreign Countries; Foreign Students; Higher Education; *Student Attitudes; Surveys; Technology Transfer; Use Studies

A survey was conducted at Michigan State University to examine the nature (positive or negative) and levels (high, medium, or low) of the perceptions and attitudes of students from 29 developing countries--in Asia, Africa, Latin America, and the Caribbean--toward the use of educational media in their homelands. Two hundred and eight out of 350 questionnaires were returned by 39 undergraduate and 169 graduate students (62% response rate). Percentages, means, and analysis of variance were used to analyze data frequencies, and major findings indicated that the general attitudes of the respondents toward the use of educational media were positive in nature and were expressed at a high level. Positive perceptions were also indicated toward the use of educational media in business and industry, followed by government and education. Some variations in attitudes were observed in respondents' general perceptions of levels of their annual per capita incomes, and in specific perceptions of education, business and industry, and government. No significant differences were noted in terms of levels of academic programs, experience, and information. A number of minor findings were noted in regard to students' levels of experience with and simple knowledge of educational media and levels of their annual per capita incomes.

The overall conclusion was that this highly favorable perception may be due to respondents' experience with and information about media. However, the findings should not be generalized because of the limited scope and coverage of the study. (5 references) (CGD)

ED 308 847                                IR 013 907

*Tennyson, Robert D.; Christensen, Dean L.*

Educational Research and Theory Perspectives on Intelligent Computer-Assisted Instruction.

PUB DATE- Feb 89
NOTE- 15p.; In: Proceedings of Selected Research Papers presented at the Annual Meeting of the Association for Educational Communications and Technology (Dallas, TX, February 1-5, 1989). For the complete proceedings, see IR 013 865.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Affective Measures; Artificial Intelligence; *Computer Assisted Instruction; Curriculum Development; *Expert Systems; Heuristics; *Individual Differences; *Instructional Design; *Learning Theories; Models
IDENTIFIERS- *Intelligent CAI Systems

This paper defines the next generation of intelligent computer-assisted instructional systems (ICAI) by depicting the elaborations and extensions offered by educational research and theory perspectives to enhance the ICAI environment. The first section describes conventional ICAI systems, which use expert systems methods and have three modules: a knowledge base, a student model, and a tutor model. The second section discusses the ICAI system of the future--a system that elaborates and extends the three basic modules of the conventional ICAI system--and explains how the future system will integrate artificial intelligence (AI) tools and methods with instructional variables and conditions empirically tested and shown to improve learning. It is concluded that the next generation ICAI will use a comprehensive meta-learning model which would take individual differences into account in the assessment and diagnosis processes, and make reference to both the learner's acquisition (i.e., storage) and retrieval of knowledge; it will select the strategies of instruction from a rich base of instructional variables according to learning objectives and the structure of the information to be learned; and it will use the concepts of artificial intelligence in the form of heuristics that have the capacity to learn and to adjust according to given situations. Some examples of major advantages that may result from the use of the next generation ICAI system conclude the paper. (18 references) (CGD)

ED 308 861 IR 052 803

*Hollenhorst, Kathryn A.*
Library Instruction Workbook. A Self-Directed Course in the Use of the NDSU Library.
**North Dakota State** Univ., **Fargo. Univ. Library.**
PUB DATE- 87
NOTE- 58p.; Some pages of small type may not reproduce clearly.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Academic Libraries; Higher Education; *Library Instruction; *Library Services; *Online Catalogs; *Reference Services; Workbooks

This workbook in library skills is designed to acquaint students with the facilities and resources of the North Dakota State University Library. Each chapter includes a brief discussion of the topic and a worksheet. The following topics are covered: (1) library tour; (2) the online catalog; (3) term and subject searches using the online catalog; (4) advanced use of the online catalog; (5) locating books; (6) how to check out books and other circulation procedures; (7) how to locate reserve readings; (8) reference room; (9) dictionaries; (10) encyclopedias; (11) almanacs; (12) biographies; (13) periodical indexes; (14) locating periodicals; (15) newspaper indexes and current events reference sources; (16) "Resources in Education" (RIE); and (17) interlibrary loan. (MES)

ED 308 890 JC 890 321

*Cantor, Jeffrey A.*
Naval Shipyard Apprentice Program & Community-Technical College Linkages: A Model for Success.
PUB DATE- Feb 88
NOTE- 12p.; Paper presented at the Annual Conference of the Eastern Educational Research Association (Miami, FL, February 24-27, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Apprenticeships; Building Trades; Community Colleges; Cooperative Programs; *Federal Programs; *Government School Relationship; Technical Institutes; Trade and Industrial Education; Two Year Colleges
IDENTIFIERS- *Shipyards

Each of the eight shipyards operated by the U.S. Navy administers a formal 4-year apprentice trades training program. The apprentice programs combine daily on-the-job training with classroom instruction in technical subjects related to work requirements, including shop math, chemistry, physics, and mechanical drafting. The programs are designed to ensure a supply of trained, skilled, and knowledgeable workers for shipyard operations, increase worker productivity, lessen the need for active supervision of employees, and control overall training within the craft. Several years ago, a project was initiated to involve local community colleges and technical institutes in providing classroom instruction for the apprenticeship programs. Specific goals of the project were to: (1) ascertain the needs of the shipyards for technical instruction which could be provided by the colleges; (2) provide the shipyards' instructional personnel with the skills and knowledge needed to negotiate agreements with the colleges; (3) prepare the documentation necessary to effect the inter-organizational linkages; and (4) develop a system for monitoring the effectiveness of the college-based training programs. A consultant was hired to foster linkages between the shipyards and the colleges. The consultant investigated the problems and experiences of the shipyard staff with area colleges and surveyed the local colleges about existing relevant programs and their interest in cooperation. In spite of special administrative and jurisdictional problems that had to be resolved in each locale, the program serves as a model for partnerships between colleges and industry. (JMC)

ED 308 904 JC 890 339

The Barriers Project.

**Confederation Coll. of Applied Arts and Technology, Thunder Bay (Ontario).**

PUB DATE- 89
NOTE- 70p.; Supported by Innovations Canada.
AVAILABLE FROM- The Bookstore, Confederation College, P.O. Box 398, Thunder Bay, Ontario, Canada P7C 4W1 ($6.00 Canadian). Also available in French.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; Community Colleges; *Enrollment Influences; Experiential Learning; Foreign Countries; *Part Time Students; *Self Evaluation (Groups); *Student College Relationship; *Student Recruitment; Two Year Colleges; Two Year College Students
IDENTIFIERS- *Canada

In 1987, the Barriers Project was initiated by Confederation College of Applied Arts and Technology to engage 31 selected community colleges in Canada in an organized self-appraisal of institutional barriers to the enrollment of part-time credit students. From the outset, colleges were encouraged to limit their investigation to barriers over which the college had control. By the end of the first six months, it was clear that all of the colleges, regardless of size, location, and mandate, shared common concerns about improving conditions for part-time learners. The most commonly identified issues included the following: (1) the need for colleges to explore alternative times and locations for the delivery of programs; (2) the need to market part-time opportunities within the community; (3) the need to provide part-time students with the same services (e.g., counseling, bookstore, cafeteria, and property maintenance) as full-time students; and (4) the need to develop systems for the assessment of prior learning by offering challenge tests, making credits from other postsecondary institutions transferable, and giving credit for experience. Among the specific barriers to enrollment identified by the colleges, 36% were categorized as operational. Barriers included limited course selections, scheduling problems, unavailability of support services, lack of information and communication, poor marketing and advertising, and inadequate counseling, orientation, and remedial services. Another 15.6% of the barriers related to institutional policy, 11% to attitudes, 9.46% to social conditions, and 7.42% to student finances. The project report includes brief descriptions of the methods and findings of the self-assessments of the 31 colleges and an article, "Prior Learning Assessment in Quebec Colleges," by Robert Isabelle and Francine Landry. (JMC)

ED 308 917                                    JC 890 353

Annual Information Digest: Los Angeles Community Colleges, 1987-88.

**Los Angeles Community Coll. District, Calif. Div. of Educational Planning and Development.**

REPORT NO.- AID-001-KFL

PUB DATE- Jan 89

NOTE- 124p.; Prepared by the Office of Research, Planning and Analysis.

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)

DESCRIPTORS- Affirmative Action; College Faculty; College Programs; College Transfer Students; Community Characteristics; *Community Colleges; Demography; *Educational Finance; *Enrollment Trends; Full Time Students; Instruction; Minority Groups; *Multicampus Districts; Part Time Students; Population Trends; *School Personnel; *Student Characteristics; Two Year Colleges; Urban Education

This statistical digest provides 1987-88 information on the enrollments, students, programs and services, finances, and personnel resources of the Los Angeles Community College District's (LACCD's) nine campuses. Following a glossary of terms, the report provides an overview of major findings. These include the following: (1) an estimated 4.6 million people lived in the district in 1987, representing a 10% increase over 1980; (2) since 1980, the district's population has shown increases in the representation of Hispanics and Asians, a steady proportion of Blacks, and a decrease in the percentage of Whites; (3) the proportion of females enrolled in the LACCD rose to 55% in fall 1987; (4) between fall 1972 and fall 1987, the representation of Hispanics and Asians in LACCD enrollments increased from 16% to 26% and from 6% to 15%, respectively; while the proportion of Blacks and Whites decreased; (5) the percentage of full-time students fell from 35% in 1972 to 26% in 1987; (6) since fall 1983, the district's enrollment of transfer-bound students has increased steadily; (7) in fall 1987, the LACCD produced 941,561 weekly student contact hours (WSCH), with Business, English, Physical Education, and Health accounting for one-third of those hours; and (8) the number of fall LACCD transfers to state colleges and universities decreased from 4,125 in 1978 to 2,497 in 1987. Subsequent sections provide data and chart trends related to community characteristics and attendance patterns; student and enrollment characteristics; WSCH in instructional programs; student retention, academic performance, and transfer; degrees awarded; special services for veterans, the handicapped, and foreign students; general fund income and expenditures; expenditure per average daily attendance; and affirmative action. (ALB)

ED 308 931 PS 018 086

Michigan Early Childhood Education Preschool Program Product Evaluation Report, 1988-89.
**Saginaw Public Schools, Mich. Dept. of Evaluation Services.**
PUB DATE- Jun 89
NOTE- 61p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Community Involvement; *Individual Development; *Parent Participation; *Preschool Curriculum; *Preschool Education; Public Schools; School Districts; *School Readiness; *Staff Development
IDENTIFIERS- *Michigan (Saginaw)

This report presents results of the first product evaluation of the Saginaw School District's Michigan Early Childhood Education Preschool (MECEP) program. The MECEP operated at five elementary sites, with 154 pupils participating. The goal of the program was to provide 4-year-olds with an environment that would enable them to develop school readiness skills. Program component areas included cognitive, psychomotor, affective, parent participation and education, curriculum, staff development, and community collaboration and participation components. Data were collected on student cognitive, affective, and motor development; parent participation; curriculum; community collaboration and participation; and staff development. Evaluation data indicated that the program met most objectives in the cognitive domain and all objectives in affective and motor domains. All parent participation and education, curriculum, and community collaboration and participation objectives were met. All in all, 24 of 26 objectives were attained. Recommendations for program improvement are offered. Program objectives, the Saginaw Objective Referenced Test (PK-Sort), the affective rating scale, summary data tables, and other related materials are appended. (RH)

ED 308 946 PS 018 122

*Baecher, Richard E.; And Others*
Preventive Strategies and Effective Practices for At-Risk Children in Urban Elementary Schools.
PUB DATE- 30 Mar 89
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 30, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Attendance Patterns; *College School Cooperation; *Dropout Prevention; Dropout Programs; Educational Practices; Elementary Education; *Elementary School Students; Higher Education; *High Risk Students; Institutional Role; *Program Effectiveness; Program Evaluation; *Urban Schools
IDENTIFIERS- *Program Characteristics

The first 2 years (1986-1988) of the implementation of Fordham University's Stay-In-School Partnership Project (SSPP), a dropout program for urban high-risk children, are described. The long-term goal of the partnership between Fordham's Graduate Schools of Education and Social Science and New York City School District No. 4, a school district heavily populated by minorities, was to allocate resources of the university to help public school staff in their efforts to keep students in school. Three questions are addressed: (1) How much impact did SSPP have on the attendance rate of at-risk children? (2) What effects did it have on their academic achievement? (3) What types of practices and strategies were most effective with the children? Answers were based on data concerning attendance rates, reading and math performance, self-esteem, adequacy of child care, levels of social service, parent participation, and an emerging practice profile of the project. The practice profile indicated ideal, acceptable, and unacceptable variation on project components of assessment, record-keeping, play therapy, tutoring, program coordination, and family problem-solving. It is concluded that the preventive strategies and practices of SSPP described in this paper can benefit others taking similar action to positively change urban schools. (RH)

ED 308 961 PS 018 146

*Pianta, Robert C.; Nimetz, Sheri L.*

The Student-Teacher Relationship Scale: Results of a Pilot Study.

SPONS. AGENCY- James Madison Univ., Harrisonburg, Va.; Virginia Univ., Charlottesville.
PUB DATE- 89
NOTE- 27p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Factor Structure; *Kindergarten Children; Parent Attitudes; Primary Education; Teacher Attitudes; *Teacher Student Relationship; *Test Reliability; *Test Validity
IDENTIFIERS- *Student Teacher Relationship Scale

This study reports the results of a pilot study of the relationship between teachers and students. The study used a newly developed measure: The Student-Teacher Relationship Scale (STRS). In a sample of 72 kindergarten children, the STRS was found to have three factors: Secure, Change, and Insecure. The total scale and the subscales based on these factors all had alpha reliabilities exceeding .60. There were no gender differences on the STRS total or subscale scores. Support was found for convergent and discriminant validity of the STRS total and subscale scores. The STRS Secure score correlated significantly higher with parental reports of child competence than with a teacher report of classroom competence. (Author/RH)

ED 308 976 PS 018 171

*McCarty, Michael E.*

Predictability and Its Effects on Infant Visual Expectations.

SPONS. AGENCY- National Inst. of Child Health and Human Development (NIH), Bethesda, Md.; National Inst. of Mental Health (DHHS), Rockville, Md.
PUB DATE- Apr 89
NOTE- 8p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Kansas City, MO, April 27-30, 1989). Tables contain small print.
GRANT- NICHD-HD-20026; NIMH-MH-00367; NIMH-MH-23412
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Expectation; Eye Movements; *Infants; *Prediction; *Reaction Time; *Time; *Visual Stimuli
IDENTIFIERS- Stimulus Characteristics

This study using the Visual Expectation Paradigm explored ways in which predictability of stimulus location and time of appearance affect the formation of expectations in infants of 3 months. A total of 64 babies were randomly assigned to one of four groups that differed by predictability of stimulus location and time of stimulus appearance. Infants were presented 70 pictures in a session of approximately 2 minutes. Pictures appeared randomly in 1 of 6 locations. The inter-stimulus interval was a mixed series of 700, 1,000 or 1,300 milliseconds (ms). Ten identical events were built into the sequence for each group. These "critical events" occurred on every sixth picture and consisted of a picture presented six degrees to the left or right of visual center. This picture was always preceded by a picture on the opposite side and a 1,000 ms no-stimulus interval. The infant's right eye was videotaped using standard infrared corneal reflection techniques. Findings indicated that predictability of location positively affected response time, while predictability of time of appearance did not. However, evidence was found to substantiate the claim that predictability of time of appearance can affect performance. Anticipations were more frequent when both time and location were predictable than when only location was predictable. (RH)

ED 308 991 PS 018 334

*Katz, Lilian G.; And Others*
The Case for Mixed-Age Grouping in Early Childhood Education Programs.
**ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.**
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Aug 89
NOTE- 87p.
CONTRACT- OERI-88-062012
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Cognitive Development; Cooperative Learning; Day Care; Definitions; *Early Childhood Education; Educational Practices; Elementary Education; *Grouping (Instructional Purposes); Literature Reviews; Peer Teaching; Program Descriptions; *Program Effectiveness; *Social Development; *Teaching Methods
IDENTIFIERS- *Mixed Age Groups

The seven brief chapters of this paper advocate mixed-age grouping in schools and child care centers. Discussion defines mixed-age grouping and examines some limitations of single-age grouping. Research findings on social and cognitive aspects of mixed-age grouping are reviewed. Social aspects are discussed by considering in turn the following statements: older children exhibit facilitative leadership, mixed-age grouping promotes prosocial behaviors, children appear to play as freely in mixed-age groups as in same-age groups, self-regulation appears to improve, social participation is heightened for younger children, older children create complex play for younger ones, older children operate well in younger children's zone of proximal development, and younger children allow isolated older children social skills practice. The therapeutic effects of mixed age interaction are also considered. Cognitive aspects are discussed in terms of effective cognitive conflict resulting from peer interaction, complex aspects of cognitive conflict, novices and experts in mixed-age groups, and children's sensitive adjustment of communication for listeners. Additionally, successful multi-age programs and some effective teaching strategies are described, along with peer tutoring and cooperative learning. Concluding materials present recommendations for decision makers in schools and centers for young children. Suggestions for teachers implementing mixed-age grouping are appended. Over 60 references are cited. (RH)

ED 309 031 SE 050 655

Science Objectives. 1990 Assessment.
**National Assessment of Educational Progress, Princeton, NJ.**
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- ISBN-0-88685-081-9
PUB DATE- Mar 89
NOTE- 72p.; Drawings and small print may not reproduce well.
GRANT- G-008720335
AVAILABLE FROM- National Assessment of Educational Progress, Educational Testing Service, Rosedale Road, Princton, NJ 08541-0001 ($5.00, booklet No. 21-S-10).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160) Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Elementary School Science; Elementary Secondary Education; Evaluation; *Evaluation Criteria; Science Education; *Science Tests; *Scientific Literacy; *Secondary School Science; *Test Construction; Test Validity
IDENTIFIERS- National Assessment of Educational Progress

This booklet describes the assessment objectives of the sixth national assessment of science by the National Assessment of Educational Progress (NAEP). Chapters included are: (1) "Introduction" (describing the development process for the objectives and the purpose and elements of school science); (2) "The Assessment Framework" (discussing major categories and related aspects of the framework, and weightings for questions); (3) "The Nature of Science" (classifying the nature of scientific processes, values and principles, and scientific knowledge); (4) "Thinking Skills" (dealing with knowing science, solving problems, and conducting inquiries); (5) "Science Content Areas" (including life sciences, physical science, and earth and space sciences); and (6) "Background Variables." Participants in the development process are listed. Sample items representing cells of the framework are provided as examples of classifications and item formats to be included in the assessment. (YP)

ED 309 077 SE 050 732

*Dahlberg, Cecilia, Ed.*
Children's Conceptions of Division and of Equal Parts. The BUD Project. School Research Newsletter 1989:4.
**National Swedish Board of Education, Stockholm.**
PUB DATE- Jun 89
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Algorithms; Arithmetic; Cognitive Structures; *Concept Formation; *Division; Elementary Education; *Elementary School Mathematics; Foreign Countries; Fractions; Fundamental Concepts; Learning Strategies; Mathematical Concepts; *Mathematics Skills; *Misconceptions; Symbols (Mathematics)
IDENTIFIERS- *Sweden

This paper describes the BUD project which surveyed childrens' conceptions of division, and of fractions and decimals. The lack of connection between counting skills and conceptual understanding is discussed. The expectations for new algorithms and the basic idea in planning the BUD project are summarized. Some previous studies on counting, the development of everyday conceptions, and misconceptions of part of the whole concepts are reviewed. Principal research questions of this project are: (1) how children start dividing before they know the multiplication table and the division algorithm; (2) how children begin to understand the connection between division and fractions, and the meaning of words and written expressions; and (3) how children create a relationship between their conceptual knowledge of division and of rational numbers on the one hand and their arithmetic skills on the other. (YP)

ED 308 693 FL 018 031

*Psotka, Joseph, And Others*
Cognitive Models of Students' Language Structure: The View from Intelligent Computer Assisted Instruction.
PUB DATE- 15 Sep 88
NOTE- 34p.; Paper presented at the Interagency Language Roundtable Invitational Symposium on Language Aptitude Testing (Rosslyn, VA, September 14-16, 1988). Some graphics may not reproduce clearly.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Artificial Intelligence; Cognitive Ability; Communicative Competence (Languages); Computational Linguistics; *Computer Assisted Instruction; Computer Software; Grammar; Higher Education; *Individualized Instruction; Language Aptitude; *Language Processing; Language Research; Language Tests; Models; *Programing; Second Language Instruction; Technological Advancement
IDENTIFIERS- *Army Research Institute; *Hypertext; Parsing; Semantic Mapping

Methods and approaches used at the U.S. Army Research Institute to investigate intelligent computer-assisted foreign language instruction are discussed. The research described explores the use of hypertext and natural language processing for improving language training by articulating student knowledge structures and for providing, incidentally, a new basis for aptitude testing. The techniques being implemented model the cognitive skills underlying foreign language competence by using computational linguistic models and semantic networks built into hypertext systems. It is proposed that these techniques could be useful for assessing basic language competence. Aspects of the research and related technology are examined: intelligent tutoring systems, the expert model and second language learning, student (trainee) models and language aptitude testing, the pedagogical model, the knowledge base, the interface, hypertext systems and command menus, smart computer-assisted language learning environments, grammars and grammar representations, parsing strategies, using grammars for computer-assisted language learning, use and adaptation of specific software packages, immersion techniques, and semantic mapping. (MSE)

ED 308 738 HE 022 503

*Fearing, Arleen*
What Research Says about the Effect of Academic Enrichment on the Success Rate of Baccalaureate Students.
PUB DATE- 89
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Academic Achievement; Admission Criteria; Bachelors Degrees; *Enrichment; Grade Point Average; Higher Education; *High Risk Students; Intervention; Licensing Examinations (Professions); *Nursing Education; *Predictive Measurement; *Predictor Variables; Research Needs; Research Reports; Standardized Tests; Success; Test Results
IDENTIFIERS- American College Testing Program; Mosby Assess Test; Nelson Denny Reading Tests; Scholastic Achievement Test

In the nursing literature, many variables have been used in research to identify students at risk, predict program success, and to indicate the best time to identify at-risk students and how to predict success on the Nursing Council Licensure Exam for Registered Nurses (NCLEX-RN). In general, American College Testing Program (ACT) scores predicted success better for associate degree students than for baccalaureate students. Grade point average in clinical nursing courses and the Mosby Assess Test appeared to be good predictors of success on NCLEX-RN for baccalaureate students. No formal research was found using the Nelson-Denny reading exam as a predictor of baccalaureate nursing success. Other than the verbal scores of the Scholastic Aptitude Tests and the ACT, none of the research used reading comprehension ability or nursing vocabulary as variables in either identifying at-risk students or predicting NCLEX-RN success. Most studies agreed that pre-admission criteria are useful for admission decisions and upholding admission standards but should not be used to prevent at-risk students from having a chance of being admitted. There is a consensus that at-risk students should be identified early and given assistance, but the exact type of assistance and who the provider should be have not been determined. Very little information was found regarding specific strategies to improve the success of at-risk nursing students other than test-taking strategies, relaxation techniques, and NCLEX-RN review. (KM)

ED 308 808 IR 013 868

*Aust, Ronald; And Others*

Integrating Instructional Technology in Educational Institutions: The Proper Role for Teachers.

PUB DATE- Feb 89

NOTE- 16p.; In: Proceedings of Selected Research Papers presented at the Annual Meeting of the Association for Educational Communications and Technology (Dallas, TX, February 1-5, 1989). For the complete proceedings, see IR 013 865.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Adoption (Ideas); *Computer Uses in Education; Curriculum Development; *Educational Technology; *Factor Analysis; Higher Education; Interviews; Likert Scales; Surveys; Teacher Attitudes; *Teacher Role

IDENTIFIERS- *Naturalistic Research

The nature of teachers' attitudes toward the integration of instructional technology and the social and psychological factors that contribute to their acceptance or rejection of such technology were examined in this study. The study used a naturalistic methodology--an emergent design that is useful in studies where the definition of issues is vague at the outset--by using structured interviews and the factor analysis of an attitude response form. Five professional public school educators with varying numbers of years of experience were interviewed. Based on the data collected in the interview phase, similar categories of data (called factors) were created and organized into a classification scheme to reflect the expressed sentiments of these educators about instructional technology. The Teacher Attitudes of Instructional Technology (TAIT) survey was developed from the interview reports and categorization of the factors. One hundred forty-six graduate education students (36 males, 110 females) completed the survey. The factor analysis resulted in the identification of five prevalent factors that influence the use of fully mediated instruction: (1) curriculum content; (2) extension of traditional methods; (3) integration of instructional technology; (4) teacher initiative; and (5) what teachers believe the future holds. In general, study findings indicated that most educators are excited about applying instructional technology in the classroom, that they want to be involved in both the development and application phases, and that they believe the use of instructional technology is appropriate for all content areas. (20 references) (CGD)

# ED 309 003 RC 017 127

*Woods, Mike D.; And Others*
Guidebook for Rural Economic Development Training. SRDC Series No. 112.
**Southern Rural Development Center, Mississippi State, Miss.**
PUB DATE- Jan 89
NOTE- 91p.
AVAILABLE FROM- Southern Rural Development Center, P.O. Box 5446, Mississippi State, MS 39762 ($10.00).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Annotated Bibliographies; *Community Development; *Economic Development; *Rural Development; Rural Extension; Teaching Guides; Training Methods; *Workshops

A deteriorating local economy in many rural areas has led local leaders to search for ways to ease the transformation or reverse the trend. This guidebook provides extension educators and economic development specialists with a starting point in designing workshops for local leaders interested in increasing economic activity in their communities. Workshop materials have been used in several pilot workshops and found to be adaptable to different regions and audiences. The workshop covers seven general areas, each of which may be taught as an independent unit or omitted, depending on community needs. These topical areas are: rural economic development overview, building an economic development strategy, economic development alternatives, financing economic development, impact analysis, infrastructure, and public policy. Each section consists of a teaching outline and overheads, and suggests an organized presentation of information essential to the topic. An annotated bibliography includes 61 entries that provide further information on the seven topical areas. The guidebook contains 61 references, descriptions of a model program and program planning procedures, sample agendas, evaluation forms, and fact sheets developed to support economic development workshops in Oklahoma. (SV)

ED 308 724 FL 018 093

*Janda, Richard D.; Joseph, Brian D.*
In Further Defense of a Non-Phonological Account for Sanskrit Root-Initial Aspiration Alternations.

PUB DATE- 88
NOTE- 17p.; Paper presented at the Annual Meeting of the Eastern States Conference on Linguistics (5th, University of Pennsylvania, September 30-October 2, 1988). The complete Proceedings are available from the Dept. of Linguistics, Ohio State University, Columbus.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *Language Patterns; Language Research; *Linguistic Theory; Morphemes; *Morphophonemics; *Phonology; *Sanskrit; Uncommonly Taught Languages
IDENTIFIERS- Aspiration (Speech)

In this paper the morphological argument for the conditioning of Sanskrit aspiration and deaspiration is renewed in theoretically current terms, bringing forth new arguments and examining previously undiscussed major weaknesses in the purely phonological (autosegmental) argument. Relevant phonological, morphological, and lexical facts are outlined. A theory accounting for the non-phonological aspiration throwback alternations is presented, and it is argued that two recent purely phonological accounts of aspiration throwback have failed to make a convincing case. Additional general and specific arguments for the relevance of process morphology in Sanskrit aspiration throwback are presented. (MSE)

ED 308 766 HE 022 735

*Kanarek, Ellen Armstrong*

Exploring the Murky World of Admissions Predictions. AIR 1989 Annual Forum Paper.

PUB DATE- May 89
NOTE- 28p.; Paper presented at the Annual Forum of the Association for Institutional Research (29th, Baltimore, MD, April 30-May 3, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Persistence; *College Admission; Demography; Dropouts; Grade Point Average; *Graduation; Higher Education; Institutional Research; Prediction; *Predictor Variables; School Holding Power; Standardized Tests
IDENTIFIERS- *AIR Forum

A study was conducted that focused on 5-year graduation as a criterion for success at a major Eastern university, and a set of predictors for use by those concerned with admissions policy was developed. The best predictors of 5-year graduation were persistence to the second year and first-year cumulative grade-point average. Among pre-college variables, the Scholastic Aptitude Tests (SAT) and high school rank predicted graduation poorly, and the inclusion of achievement test information increased the multiple correlation by only a small amount. Other demographic variables improved the prediction somewhat, with math-related variables contributing the most. The utility and strength of predictor variables differed among gender and racial/ethnic groups. Contains 15 references. (Author/KM)

ED 308 835 IR 013 895

*Ross, Steven M.; McCormick, Deborah*

Computer Access and Flowcharting as Variables in Learning Computer Programming.

PUB DATE- Feb 89
NOTE- 10p.; In: Proceedings of Selected Research Papers presented at the Annual Meeting of the Association for Educational Communications and Technology (Dallas, TX, February 1-5, 1989). For the complete proceedings, see IR 013 865.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Cognitive Style; *Computer Literacy; *Flow Charts; Learning Strategies; Likert Scales; Media Research; Multivariate Analysis; *Programing; Secondary Education; Sex Differences; *Student Attitudes
IDENTIFIERS- BASIC Programing Language

Manipulation of flowcharting was crossed with in-class computer access to examine flowcharting effects in the traditional lecture/laboratory setting and in a classroom setting where online time was replaced with manual simulation. Seventy-two high school students (24 male and 48 female) enrolled in a computer literacy course served as subjects. None had received any programming instruction. Four treatment groups were arranged by crossing the computer access variable (unlimited vs. limited) with flowcharting (required vs. not required), and five instructional units dealing with introductory concepts in the BASIC programming language were presented in eighteen 50-minute class periods. Results showed that group means on four of five posttest measures were directionally higher for the limited-access group than for the unlimited-access group; females performed better under limited access, while males showed the opposite pattern; and low-ability students performed better with unlimited access, while middle- and high-ability students performed conversely. In addition, students performed better when not required to submit flowcharts, and flowcharting appeared to be regarded by many students as an entirely separate task rather than as a programming aid. Gender was not significantly related to either achievement or attitude. Three important considerations for the teaching of programming are suggested by these results: (1) unlimited computer access may be less important than is generally assumed; (2) more time should be given to instruction in flowcharting than is typically done; and (3) males and females appear to have the same potential and instructional needs for learning programming. (12 references) (CGD)

ED 308 862 IR 052 804

*LaLomia, Mary J.; And Others*
Problem Solving Performance and Display Preference for Information Displays Depicting Numerical Functions.
PUB DATE- Aug 88
NOTE- 9p.; Paper presented at the Annual Meeting of the American Psychological Association (96th, Atlanta, GA, August 12-16, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143)
DESCRIPTORS- Analysis of Variance; *Data Interpretation; *Graphs; *Intermode Differences; *Problem Solving; Psychological Studies; Research Needs; *Tables (Data)

This study examined problem solving as a function of display type (table/graph) and numeric function (linear/nonlinear) in four problem solving domains. Twenty-two stimulus problems were developed, and line graph and table displays were constructed for each problem. Half of the displays contained linear numeric functions and the other half contained nonlinear numeric functions. Each display was accompanied by four questions which required: (1) the location of a specific value; (2) trend analysis; (3) data interpolation; and (4) a forecasting decision. Each of the 109 subjects completed six practice and 16 experimental problems. Although overall decision time between graphical and tabular displays did not differ, the subjects performed better with tabular displays when locating specific values and better with graphical displays when interpolating, forecasting, or judging data trends. Overall, subjects performed faster and more accurately for both types of display when solving problems using nonlinear functions. Tables of experimental results are appended, and 25 references are listed. (MES)

ED 308 878 IR 052 875

*Cinque, Harriet A.; Santomauro, Dennis J.*
Information Literacy: Application Software and Critical Thinking. An Experience and a Proposal.
PUB DATE- 7 Oct 87
NOTE- 18p.; Paper presented at the National Educational Computing Conference (Dallas, TX, June 15-17, 1988).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Business Administration Education; *Computer Literacy; *Critical Thinking; *Curriculum Development; *General Education; Higher Education; Microcomputers

This paper describes the development of a course to introduce microcomputer application software to non-computer science majors at Kean College (New Jersey). Topics covered include: (1) background; (2) course content; (3) classroom laboratory design, installation, and management; (4) teaching strategies and student performance and reactions. Some related conceptual issues are then discussed, and a proposal for offering computer literacy as a general education course is presented. The paper concludes with discussions of computer literacy, the rationale for incorporating critical thinking skills in the curriculum, the relationship between application software and critical thinking, and problems with considering the course as a general education offering. (21 references) (MES)

ED 308 962                                   PS 018 147

*Bisanz, Jeffrey; And Others*
Developmental Changes in the Use of Logical Principles in Mental Arithmetic.
PUB DATE- Apr 89
NOTE- 7p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Kansas City, MO, April 27-30, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Arithmetic; Children; *Cognitive Ability; Foreign Countries; Individual Development; *Individual Differences; *Mathematics Skills; Young Adults; Young Children
IDENTIFIERS- *Developmental Patterns

Because little is presently known about changes in children's knowledge of the logical principles of arithmetic and, more specifically, about how children's developing knowledge is reflected in the use of solution procedures, two types of three-term arithmetic problems were presented for solution to 6-, 7-, 9-, 11-, and 20-year-olds. Problems were to be solved mentally. One type could be solved only by calculating sums and differences. The other type could also be solved without computation by using a procedural shortcut based on the logical principle of inversion, i.e., a + b - b must be equal to a. Analyses of latencies and verbal reports revealed that: (1) some children as young as 6 years of age used inversion-based shortcuts spontaneously; (2) there were marked individual differences among elementary school children in the use of inversion-based shortcuts; (3) the use of procedural shortcuts based on knowledge of logical principles increased markedly between 9 and 20 years but changed little from 6 to 9 years; and (4) some 6-year-olds used a functional shortcut, the negation procedure, that may be a precursor to inversion-based procedures. It is concluded that the results indicate that early improvements in arithmetic may reflect changes in computational skill rather than in knowledge and use of the logical principles that characterize the domain of arithmetic. (Author/RH)

ED 309 017 RC 017 143

*Meyer, Richard, Ed.*
Bend the Trend: Meeting the Needs of the Rural Elderly. Proceedings of a Conference on the Rural Elderly (Pittsburg, Kansas, June 12-14, 1988).
Kansas Univ., Lawrence. Div. of Continuing Education.
PUB DATE- 88
NOTE- 106p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Community Services; Frail Elderly; Health Needs; Health Services; Hearings; Housing; Minority Groups; *Older Adults; Rural Economics; *Rural Population; *Social Services; Transportation
IDENTIFIERS- Congress; Iowa; Kansas

This booklet contains both the proceedings of a conference on the rural elderly and the testimony submitted to a field hearing of the U.S. House of Representatives Select Committee on Aging, which was conducted during the conference. Papers presented examine the nature of rural areas and the rural population, services available for the rural elderly, and the need for services and support in a depressed economy with limited medical and social resources. Particular attention is given to health care needs of the rural elderly, mental health services, long-term care, and support for rural caregivers. Other papers consider rural transportation, telephone and other communication services, rural minorities, and rural housing. Groups proposing to help include the rural church, families and friends, community colleges and universities, business development groups, and volunteers. Several papers describe successful programs that have addressed problems of the rural elderly by providing case management, information, referral, and legal assistance. Recommendations emphasize community organization and participation with coordination at the state and regional level, focus on economic development, interagency cooperation, and increased publicity about available services. Testimony given in the field hearing on June 13 describes the situation of the rural elderly in Kansas and Iowa, their numbers, living conditions, health care needs, and suggestions for legislative help. (DHP)

ED 309 047                                SE 050 696

International Consultation Meeting on Developing Nonformal Environmental Education (Cairo, Egypt, September 26-October 1, 1987). Final Report.
**Ain Shams Univ., Cairo (Egypt). Faculty of Education.**
SPONS. AGENCY- United Nations Educational, Scientific, and Cultural Organization, Paris (France). Environmental Education Section.
PUB DATE- 87
NOTE- 85p.
AVAILABLE FROM- Unesco, 7 place de Fontenoy, 75700 Paris, France (price not available).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Environmental Education; Environmental Influences; *Foreign Countries; *International Cooperation; International Educational Exchange; Legislation; *Nonformal Education; Science and Society; *Science Programs; *Training
IDENTIFIERS- *Egypt

This report was prepared as a follow-up to the implementation of recommendations of the Tbilisi Intergovernmental Conference on Environmental Education. The objectives of the 1987 meeting were to examine concepts and needs, identify major environmental issues and problems, and establish a process and guidelines for nonformal environmental education. Major sections included are: (1) "Strategies and Guidelines for Developing Nonformal Environmental Education"; (2) "Environmental Issues and Problems" (including population, energy shortage, resource depletion, pollution, sewerage and draining system, deforestation, drinking water, flood and drought, housing, extinction of species, and ecosystem degradation); (3) "Methods and Materials"; (4) "Training of Personnel in Nonformal Environmental Education" (discussing target groups, training strategies, training programs, responsible institutions, duration, and evaluation); (5) "Legislation"; and (6) "Suggested Documents and Activities." The agenda, lists of participants, speeches, presentations, and summaries of eight reports are appended. (YP)

ED 309 062 SE 050 715

Survey of Academic Skills: Grade 8 Rationale and Content Mathematics.
**California State Dept. of Education, Sacramento. Bureau of Publications.**

REPORT NO.- ISBN-0-8011-0785-7
PUB DATE- 89

NOTE- 107p.
AVAILABLE FROM- Bureau of Publications, Sales Unit, California State Department of Education, P.O. Box 271, Sacramento, CA 95802-0271 ($2.50 plus sales tax for California residents).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Grade 8; Junior High Schools; Mathematical Concepts; Mathematics Achievement; Mathematics Materials; *Mathematics Skills; Mathematics Tests; *Secondary School Mathematics; *Test Construction; Testing Programs
IDENTIFIERS- *California

This survey reflects new developments in the mathematics curriculum as emphasized in the curriculum frameworks and state-adopted textbooks. The first section describes the procedure for the development of the survey and the rationale for the topics and types of questions included on the mathematics portion of the test. The second section describes the mathematics content to be assessed and includes illustrative questions. Areas assessed are: (1) "Numbers"; (2) "Operations"; (3) "Algebra"; (4) "Geometry"; (5) "Measurement"; (6) "Probability and Statistics"; (7) "Tables, Graphs, and Integrated Applications"; and (8) "Problem Solving." An answer key to the examples is provided. (YP)

ED 308 709 FL 018 072

*Samad, Tariq*

A Connectionist Network That Learns To Process Some (Very) Simple Sentences.

PUB DATE- Oct 86
NOTE- 14p.; In: Proceedings of the Annual Eastern States Conference on Linguistics (3rd, Pittsburgh, PA, October 10-11, 1986). The complete Proceedings are available from the Dept. of Linguistics, Ohio State University, Columbus.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Algorithms; Case (Grammar); Classification; Computer Storage Devices; *Information Networks; Input Output; *Language Processing; *Sentence Structure
IDENTIFIERS- *Connectionism

The application of the "back-propagation" learning algorithm to the task of determining the right set of features corresponding to the words in an input sentence is described. Features that are specific to particular nouns and verbs, that indicate whether a nominal constituent is singular or plural, definite or indefinite, and that furnish case-frame information, are discussed. On examination, it appears that the network has learned concepts appropriate to the domain of natural language processing. The learning also generalizes well to novel sentences. Three related experiments are described. The shortcomings of the network are discussed, and ideas are suggested for an alternative model that should overcome some of these shortcomings. (Author/DJD)

ED 308 752 HE 022 526

*Della-Dora, Delmo*
The Impact of the Clinical Supervision Initiative on the Development of University Faculty Supervision Skills.
PUB DATE- 27 Mar 89
NOTE- 13p.; Paper presented at the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *College Faculty; Faculty Development; Higher Education; *Supervision; Supervisory Methods; Teacher Supervision; Workshops

A summary of the Far West Laboratory findings in regard to the impact of the clinical supervision initiative (CSI) on project faculty and non-project faculty in general is presented with some detail on how the project faculty and non-project faculty at the California State University (CSU) Hayward campus seem to have been affected by CSI. The major training efforts for faculty at CSU Hayward were conducted with single subject and multiple subject faculty. The training program took place every 3 to 4 weeks for 3 hours for each of the project's 3 years. Discussion sessions were heated but carried out in a manner in which each person's ideas were given attention and treated with respect. Findings of the Far West Laboratory include: as a group, enhanced project faculty participated in the CSI workshop to a greater extent than non-project faculty; enhanced project faculty reported a better comprehension of CSI than non-project faculty who received instruction; multiple subject and single subject university supervisors received clinical supervision instruction from multiple sources; and student teachers perceived that project faculty more frequently used CSI techniques than non-project faculty. A primary outcome of the enhanced supervision formula was the reported increase in quality of supervision enhanced project offered student teachers. At the conclusion of the study, there was impetus to continue the faculty's efforts in assisting each other with staff development in areas that both faculty and students thought were in greatest need of attention. Contains 7 references. (SM)

*Glover, Robert H.; Mills, Michael R.*
Comparative Analysis of Enrollment and Financial Strength of Private Institutions. AIR 1989 Annual Forum Paper.
PUB DATE- May 89
NOTE- 26p.; Paper presented at the Annual Forum of the Association for Institutional Research (29th, Baltimore, MD, April 30-May 3, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cluster Analysis; College Planning; *Comparative Analysis; Data Analysis; Decision Making; Discriminant Analysis; *Educational Finance; *Enrollment; Expenditures; Higher Education; Income; Institutional Research; Multiple Regression Analysis; *Private Colleges; *Statistical Analysis
IDENTIFIERS- *AIR Forum; Strategic Planning

A research design, decision support system, and results of a comparative analysis of enrollment and financial strength (of private institutions granting masters and doctoral degrees) are presented. Cluster analysis, discriminant analysis, multiple regression, and an interactive decision support system are used to compare the enrollment and financial strength of a private comprehensive university with selected peer and aspiration institutions. The study was initiated to assess how rapidly the university can increase faculty salaries considering its financial resources and its risks as a tuition- and enrollment-dependent institution. The decision support system developed for the study is part of a long-range effort to improve the quality of information available for strategic planning and financial management at the university. The use of a hybrid method of selecting peer and aspiration groups was found to be a practical approach. Cluster analysis, discriminant analysis and multiple linear regression were found to be powerful tools for analysis and presentation of interinstitutional data. The decision support system was found to be extremely use in refining and interpreting the results of the analyses through a case-study approach, and can be used with any institutional research database. Contains 5 references. (Author/KM)

ED 308 796 HE 022 835

*Ferrante, Reynolds; And Others*
Planning for Microcomputers in Higher Education. Strategies for the Next Generation. ASHE-ERIC Higher Education Report No. 7, 1988.
**ERIC Clearinghouse on Higher Education, Washington, D.C.; Louisiana State Advisory Council on Libraries, Baton Rouge.**
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- ISBN-0-913317-51-9
PUB DATE- 88
NOTE- 117p.
CONTRACT- ED-RI-88-062014
AVAILABLE FROM- ASHE-ERIC Higher Education Reports, The George Washington University, One Dupont Circle, Suite 630, Dept RC, Washington, DC 20036-1183 ($15.00).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reports - Evaluative/Feasibility (142) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Change Strategies; *Computer Uses in Education; Decision Making; *Educational Planning; Higher Education; Improvement; *Microcomputers; Organizational Change; Technology
An in-depth look is presented at how institutions are currently planning for microcomputers. The question is not whether the computer network on campus and between campuses will be the single most important technological event of the century for higher education, but rather how it will occur. Six sections include: the coming of age of microcomputers: a growing challenge to planning in postsecondary education (profound change and challenge, environmental factors, and the purpose of this report); trends and issues (technology, management concerns, and government involvement); planning and use of microcomputers in postsecondary education: a national survey (policies for purchasing and using microcomputers, policymakers and decisionmakers, selection criteria for hardware and software, use of microcomputers, and financial and other commitments); planning process (muddling through, the reactive process, traditional long-range planning, environmental scanning, strategic planning, and tactical planning); examples of institutional planning (Brown University, Clarkson University, Drew University, Drexel University, University of Iowa, Lehigh University, Princeton University, and Stevens Institute of Technology); and conclusions and recommendations (a clear need, operating assumptions, recommendations, and judgments). Ten specific recommendations include: use strategic planning as the most appropriate planning model; involve all faculty and staff in planning the institution's information system and build institutionwide support; and aim for synergy. One figure, 12 tables, and 77 references are included. (SM)

ED 308 822 IR 013 882

*Johnson, Jean*
Effects of Successful Female Role Models on Young Women's Attitudes toward Traditionally Male Careers.
PUB DATE- Feb 89
NOTE- 22p.; In: Proceedings of Selected Research Papers presented at the Annual Meeting of the Association for Educational Communications and Technology (Dallas, TX, February 1-5, 1989). For the complete proceedings, see IR 013 865.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Career Choice; Educational Technology; Engineering; *Females; *Nontraditional Occupations; *Role Models; Sciences; Secondary Education; *Sex Role; *Student Attitudes

A study was conducted to examine the effects on young women of reading about nontraditional role models in the sciences and engineering, and discussing various aspects of participating in science and engineering careers with a trained instructor. Subjects for the study were 153 female students enrolled in advanced, elective science courses (10th through 12th grade) at a suburban high school in the Phoenix, Arizona metropolitan area. All participants had completed two to seven semesters of study in both mathematics and science, nearly all planned to pursue a college undergraduate degree, and many aspired to do graduate work. Their attitudes toward careers were expected to become more positive with regard to appropriateness for both men and women; their level of interest; and confidence in their ability to be successful. The subjects were also expected to be able to generalize to careers that were not included in the experiment. In general, findings indicated that: a significant positive change in confidence occurred in the experimental group across all eight careers surveyed in the posttest phase; the generalization effect did take place; young women's attitudes toward the appropriateness of careers for both sexes were not modified; and there was no significant difference between experimental and control groups in terms of increased interest in careers. Some factors to be considered in future studies of this nature are suggested. (25 references) (CGD)

ED 308 848 IR 013 908

*Wagner, Ellen D.*
Alphanumeric and Graphic Facilitation Effects: Instructional Strategies To Improve Intentional Learning Outcomes.
PUB DATE- Feb 89
NOTE- 14p.; In: Proceedings of Selected Research Papers presented at the Annual Meeting of the Association for Educational Communications and Technology (Dallas, TX, February 1-5, 1989). For the complete proceedings, see IR 013 865.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Advance Organizers; Analysis of Variance; *Cues; Educational Technology; Higher Education; *Instructional Design; *Instructional Effectiveness; *Intermode Differences; Memory; Preservice Teacher Education; Psychological Studies; *Recall (Psychology)

Two assessment endeavors were undertaken to determine the relative impact of alphanumeric and graphic instructional mediators upon intentional and incidental learning outcomes in applied instructional contexts. The intent of these investigations was to determine the feasibility of embedding strategic organizational cues within instruction to improve intentional learning outcomes in contexts where direct interactive feedback opportunities are limited. Results indicated that alphanumeric and graphic displays

both provided organizational frameworks for subjects to use in immediate recall exercises, and that facilitation effects for alphanumeric and graphic displays were not maintained in delayed recall exercises. (18 references) (Author)

ED 308 891 JC 890 322

*Liston, Edward J.*
Community College of Rhode Island Management Letter.
**Community Coll. of Rhode Island, Warwick.**
PUB DATE- 1 Jun 89
NOTE- 62p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Affirmative Action; College Administration; *College Planning; Community Colleges; Educational Finance; Financial Policy; Institutional Research; *Organizational Objectives; Program Development; School Business Relationship; School Community Relationship; Student Personnel Services; Two Year Colleges
IDENTIFIERS- *Community College of Rhode Island

An overview is provided of the short- and medium-term goals and objectives of the Community College of Rhode Island (CCRI). After highlighting initiatives undertaken during 1988-89, the report examines the five areas targeted for attention over the next 5 years: the expansion of health care program offerings; the implementation and expansion of cooperative education opportunities; minority recruitment and retention; high school and community college partnership programs; and short-term job training. The next sections offer a progress report on the attainment of CCRI's goals and objectives for 1988-89 and a statement of goals and objectives for 1989-90 in the areas of: (1) academic affairs, including vocational education, programs for business/industry, allied health offerings, instructional quality and academic standards, articulation, and access to education; (2) organization, management, and fiscal affairs; (3) student affairs, including student recruitment, the course selection process, financial aid, advising and counseling services, job placement, and athletic offerings; (4) affirmative action in employment and student recruitment; and (5) institutional research, planning, and development, and public relations. Brief descriptions of specific activities within these areas are included. (JMC)

ED 308 905 JC 890 340

*Johnson, Tanya*
A Study of Full-Time Faculty Burnout at Evergreen Valley College.
PUB DATE- May 89
NOTE- 139p.; Major applied research project, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Cluster Colleges; Community Colleges; Educational Trends; Interviews; Job Satisfaction; Organizational Climate; Questionnaires; School Organization; School Surveys; *Teacher Attitudes; *Teacher Burnout; Two Year Colleges
IDENTIFIERS- *Evergreen Valley College CA; *Maslach Burnout Inventory

In fall 1988, a study of full-time faculty and staff was conducted at Evergreen Valley College (EVC) to identify factors contributing to burnout and to create opportunities to allievate the problem. The Maslach Burnout Inventory (MBI) was used to assess the level of burnout among full-time faculty, administrators, and classified staff at EVC and among full-time faculty at San Jose City College (SJCC). Subsequently, follow-up interviews were conducted with 24 EVC instructors whose MBI scores indicated that they were experiencing burnout. In addition, interviews were conducted with personnel at institutions that, like EVC, had functioned under a cluster system, in which semi-autonomous units incorporating faculty from all disciplines existed within the college to provide a home base for students. Study findings, based on survey and interview responses and comparisons with a similar study conducted in 1985, included the following: (1) full-time faculty burnout was a significant problem at both EVC and SJCC; (2) the cluster system contributed to the burnout of some faculty; (3) none of the institutions previously organized as cluster colleges were still using the cluster system; (4) gender, ethnicity, and length of service were not significantly related to burnout; (5) 15 EVC faculty and staff who showed no symptoms of burnout in 1985 were experiencing the problem in 1988; and (6) major contributors to burnout were treatment of faculty, budget concerns, administrative style, the cluster system, communication problems, and environmental problems. Based on study findings, it was recommended that the college change from a cluster system to a division-department system. (JMC)

ED 308 918 JC 890 354

*Puyear, Don*
Semesters, Enrollment, and Retention: The Effect of Converting from Quarters to Semesters on Enrollment and Retention in the Virginia Community College System.
**Virginia State Dept. of Community Colleges, Richmond.**

PUB DATE- Aug 89
NOTE- 39p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Community Colleges; *Enrollment; *Enrollment Trends; Full Time Equivalency; Full Time Students; Grades (Scholastic); Part Time Students; Quarter System; *School Holding Power; *Semester System; Statistical Surveys; Student Adjustment; Tables (Data); Two Year Colleges
IDENTIFIERS- *Virginia

The Virginia Community College System (VCCS) converted from a quarter to semester calendar at the beginning of the 1988-89 academic year. A study was conducted after the first year of the use of the new calendar to determine its effects on enrollment and student persistence. Full- and part-time enrollment data and student retention rates for 1988-89 were compared with data for previous years. Study findings included the following: (1) enrollment, as measured by annual full-time equivalent students (FTES), continued to increase at about the same rate as the previous two years; (2) though annual FTES for the system as a whole increased, fall term FTES decreased; (3) more full-time students, but fewer full-time degree students, were enrolled than in the previous fall quarter; (4) fewer part-time students were enrolled than in the previous fall quarter; (5) the enrollment of 18 to 21 year-old full-time students continued to increase at approximately the same rate as the previous two years; (6) the number of full-time occupational degree students decreased at 15 of the 23 colleges in the VCCS, while the number of full-time university parallel students increased at 18 of the colleges; (7) all but one of the colleges experienced an increase in the retention of full-time degree students from the fall to the spring terms; (8) the retention rate for the system as a whole increased from 76.5% to 83.0%; and (9) productive grades were highly correlated with student retention, particularly for full-time university parallel degree students. (JMC)

ED 308 932 PS 018 089

*Schooler, Carmi*
A Sociological Perspective on Intellectual Development.

PUB DATE- Apr 89
NOTE- 36p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Kansas City, MO, April 27-30, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; Children; *Cognitive Development; *Parent Influence; *Personal Autonomy; Sex Differences; *Social Influences; *Sociology; *Work Environment
IDENTIFIERS- *Cognitive Flexibility

Findings of a series of sociological studies on American men indicate that job conditions facilitating occupational self-direction increase men's intellectual flexibility and promote a self-directed orientation to self and society. In addition, jobs that limit occupational self-direction decrease men's intellectual flexibility and promote a conformist orientation to self and society. Environmentally complex work conditions increase adult intellectual flexibility. Part of the intellectual decrement reported in the elderly may result from the reduced complexity of their work environments. The experience of self-direction may affect intellectual flexibility differently at different stages of one's educational and occupational career. Studies assessing the relationship of parental behavior to children's intellectual flexibility may provide an instance of the causal interconnection of sociological and psychological phenomena such as social role definitions and intellectual functioning. (RH)

ED 308 947 PS 018 123

*Blevins-Knabe, Belinda*
Preschoolers' Use of Correspondence: Ineffective and Infrequent?

PUB DATE- Apr 89
NOTE- 11p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Kansas City, MO, April 27-30, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Age Differences; *Cognitive Ability; *Difficulty Level; *Division; *Mathematics Skills; *Preschool Children; Preschool Education
IDENTIFIERS- *Accuracy; One to One Correspondence

Examined were preschoolers' spontaneous use of correspondence strategies. A total of 40 children 4 and 5 years of age were asked to divide a pile of cookies into two equal groups. The cookies were two sizes, halves and wholes, so even though there were trials with an odd number of cookies, it was possible to divide the cookies evenly. When children's division strategies and accuracy in dividing the cookies were examined, data indicated that subjects frequently used correspondence strategies to divide the cookies, but they did not do so uniformly across all trial types. Both 4- and 5-year-olds consistently used correspondence strategies on small numerosity trials, but only 5-year-olds consistently used these strategies on large numerosity, even number trials. Children of both ages had difficulty on the large numerosity, odd number trials. These results suggest that young children's use of correspondence strategies may not be quantitative on the type of division tasks used in this investigation. (RH)

ED 308 977 PS 018 172

*McCarty, Michael E.; Haith, Marshall M.*
Rule-Transfer in the Infant Visual Expectation Paradigm.
SPONS. AGENCY- National Inst. of Child Health and Human Development (NIH), Bethesda, Md.; National Inst. of Mental Health (DHHS), Rockville, Md.
PUB DATE- Apr 89
NOTE- 9p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Kansas City, MO, April 27-30, 1989). Tables contains small print.
GRANT- NICHD-HD-20026; NIMH-MH-00367; NIMH-MH-23412
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Expectation; *Eye Movements; *Infants; Prediction; *Reaction Time; *Visual Stimuli
IDENTIFIERS- *Rule Transfer; Stimulus Characteristics

This study investigated: (1) whether infants can develop expectations for events that alternate along the vertical axis; and (2) whether infants who form expectations with one action set can transfer them to a different action set--that is, from vertical to horizontal eye movements. A total of 32 infants of 3 months of age saw one of two picture sequences. Babies in the Rule-Rule group saw 30 pictures alternating in up and down locations followed by 30 pictures alternating in left and right locations. Random-Rule babies saw an identical sequence, except that the first 30 pictures appeared in an unpredictable up and down sequence. Findings revealed that Rule-Rule babies produced a higher percentage of anticipations for the up and down pictures and lower optimal-median response times than did Random-Rule babies. For the left and right pictures, there were no significant response time differences between the two groups. However, the correlation between response times for the up and down and left and right pictures was substantially higher for the Rule-Rule babies than for the Random-Rule babies. Evidence was found for transfer of expectations between different action sets. (RH)

*Carlson, Robert V.*
Rural Education Research: An Higher Education Perspective within a Rural State Context.

PUB DATE- Sep 88
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Change Strategies; *Educational Research; Elementary Secondary Education; Higher Education; Politics of Education; Population Trends; *Research Needs; Rural Areas; *Rural Education
IDENTIFIERS- Interdependence; *University of Vermont; *Vermont

This paper discusses rural education in Vermont and the forces that influence the state's rural educational research agenda. The paper presents the recent history and current conditions at the University of Vermont (UVM), current demographic observations concerning Vermont's population, and special features about the state's educational enterprise. UVM is a university of approximately 10,500 students in programs ranging from agriculture to arts and sciences. Aside from the college's Center for Rural Studies there are a number of faculty in other fields who share a strong interest in rural issues. The state is going through a significant change of character brought on by dramatic population changes. The traditional agricultural character has been supplanted as Vermont has become a countryside retreat for new and emerging middle- and upper-class professionals. These changes bring about a different set of values and expectations for public education. The transitional nature of rural communities, combined with the high emphasis on local government, has often turned school systems into local battlegrounds for opposing points of view. State-level discussions have increasingly focused on the measure of educational quality and how Vermont's rural schools will meet state standards. This dilemma calls for further research. Such research should take into account the following factors: historical and cultural influences on rural communities; external influences on rural education; and contemporary social issues. Suggested subjects for future research include: demographic shifts; school quality and size; telecommunications; and public policy implementation. (TES)

ED 309 032 SE 050 657

*Blosser, Patricia E., Ed.; Helgeson, Stanley L., Ed.*
Investigations in Science Education. Volume 14, Number 1, 1988.
**Ohio State Univ., Columbus, Ohio. Information Reference Center for Science, Mathematics, and Environmental Education.**
PUB DATE- 88
NOTE- 70p.
AVAILABLE FROM- SMEAC Information Reference Center, The Ohio State University, 1200 Chambers Road, 3rd Floor, Columbus, OH 43212 ($8.00 subscription per year; $2.75 single copy).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Cognitive Development; *Cognitive Structures; College Science; Computer Uses in Education; *Experiential Learning; Higher Education; Learning Processes; *Piagetian Theory; *Science Education; *Science Instruction; Teaching Methods
IDENTIFIERS- *Science Education Research

The reviews of articles contained in this issue have been grouped into those dealing with research related to cognitive development and to instruction. In addition, seven science education researchers have provided responses to critiques of their published research. Included are: (1) an analysis of an article designed to persuade researchers to abandon Piagetian psychology in favor of the alternative conceptions movement as the psychological framework for science education research (Gilbert and Swift); (2) a report of a study designed to see if the strength of the relationship between student performance and the presence/absence of manipulative models in a testing situation varied with student reasoning level (Staver and Halsted); (3) a study to document students' ideas or conceptual frameworks and to investigate the consistency with which the ideas were used by individuals in different contexts (Clough and Driver); (4) a report which deals with the testing of the ability of several learning theory models to explain college students' performance on drill and practice microcomputer programs in chemistry (Zitzewitz and Berger); (5) a second report describes the investigation and the effects of concept-related instructional organization and locus of control orientation on meaningful learning achievement (Sherris and Kahle); and (6) a study which reports on the relative effectiveness of two hypothesis-testing strategies (disconfirmation, confirmation) using games (Gorman). In the Responses to Critiques section, Yore, Dreyfus, Hill, and Lawrenz provide reactions to articles critiqued in past issues. Responses from Clough and Driver, Staver, and Berger relate to critiques contained within this issue. (CW)

ED 309 078 SE 050 733

*Lavoie, Derrick R.*
Effects of Prior Knowledge and Piagetian Cognitive Development on the Process Skill of Prediction in the Learning Cycle.
PUB DATE- 89
NOTE- 31p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Cognitive Development; Computer Simulation; High Schools; *Learning Processes; *Piagetian Theory; *Prediction; *Prior Learning; *Problem Solving; Science Instruction; *Secondary School Science
IDENTIFIERS- *Process Skills; Science Education Research

This study examined the science process skill of prediction problem solving using naturalistic research methodology and information-processing theory. The think-aloud interview led to the identification of several specific program exploration and prediction behaviors. A total of 14 high school biology students made predictions concerning the effects of the independent variables upon dependent variables through time using a computer simulation on water pollution. Students were identified according to initial knowledge of the subject matter and success at solving three selected prediction problems. Successful predictors generally had high initial knowledge of the subject matter and were formal. Unsuccessful predictors generally had low initial knowledge of the subject matter and were concrete. High initial knowledge seemed to be more important to predictive success than stage of Piagetian cognitive development. Behavioral tendencies between successful and unsuccessful predictors over all stages of the learning sequence and between stage one and stage three predictions were compared. Implications for problem-solving theory, cognitive development, and science teaching were discussed. (Author/YP)

ED 308 694 FL 018 037

*Baker, Robert L.*
Assessing Language Proficiency Levels: Oral Proficiency Testing, Pre- and Post-Soviet Study.
PUB DATE- 29 Dec 88
NOTE- 14p.; Paper presented at the Annual Meeting of the American Association of Teachers of Slavic and East European Languages (Washington, DC, December 28-30, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Curriculum Development; Higher Education; Intonation; *Language Proficiency; *Language Tests; Rating Scales; *Russian; Second Language Instruction; Structural Grammar; Uncommonly Taught Languages
IDENTIFIERS- Accuracy

The importance of assessing language proficiency levels and the relationship of this priority to the teaching of Russian at the university level are discussed. Serious concerns about the value of language-specific proficiency guidelines are raised, and an argument is presented suggesting that language-specific guidelines may lead to undue emphasis on discrete-point testing. It is stressed that the importance of the proficiency testing program is not so much the test itself as the effect the program could and should have on the curriculum, and on what kind of information is being taught and how this information is taught. Reference is made to the poor performance of the most recent group of Russian language students evaluated by one tester to make the point that a firm foundation of language and structure should be laid before students become too fluent. Accuracy must be inculcated from the very beginning. The importance of teaching proper intonation is stressed, and attention is given to the Hypothetical Model of Relative Contributions (Higgs and Clifford) as an aid to curriculum design. (DJD)

ED 308 725 FL 018 098

*Tsujimura, Natsuko; Davis, Stuart*

The Morphophonemics of Japanese Verbal Conjugation: An Autosegmental Account.

PUB DATE- 88
NOTE- 14p.; Paper presented at the Annual Meeting of the Eastern States Conference on Linguistics (5th, University of Pennsylvania, September 30-October 2, 1988). The complete Proceedings are available from the Dept. of Linguistics, Ohio State University, Columbus.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Consonants; *Japanese; *Language Patterns; Language Research; *Linguistic Theory; *Morphophonemics; *Phonology; Uncommonly Taught Languages; *Verbs
IDENTIFIERS- *Epenthesis (Phonology); Segmentals (Phonology)

Problems emerging from previous analyses of epenthesis in Japanese verbal endings are discussed and a crucial relationship between epenthesis and assimilation is argued. The focus is on the occurrence of /i/-epenthesis with certain root-final consonants. The analysis, which incorporates the view that assimilation is accomplished by means of autosegmental spreading, illustrates that epenthesis cannot split clusters that have undergone assimilation. Assimilation and epenthesis are seen as complementary, with epenthesis occurring where assimilation has not. (MSE)

ED 308 739 HE 022 504

*Kenny, Maureen E.*
Facilitating Racial Appreciation through the Formal Curriculum.
PUB DATE- Mar 89
NOTE- 10p.; Paper presented at the Annual Convention of the American Association for Counseling and Development (Boston, MA, March 15-18, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Career Development; *College Curriculum; Cooperation; *Curriculum Development; Ethnic Groups; Higher Education; Minority Groups; *Racial Attitudes; *Racial Bias; Research Skills; *Student Attitudes
IDENTIFIERS- University of Pennsylvania
In response to increasing incidents of racism on college campuses, an undergraduate course was developed to facilitate learning about racial relationships in a proactive manner. While universities promote student development in many ways through the formal and informal curriculum, aspects of social, emotional and ethical growth are generally viewed as the responsibility of student life divisions. This course represented an effort to merge the concerns of the academic and university life communities with a learning experience that would facilitate emotional and intellectual growth. The course included traditional academic requirements as well as an experiential component, in which undergraduates collaborated with graduate students and ethnic minority middle-school students in conducting field research and in facilitating career development discussion groups in an urban middle school. Of the two class meetings per week, one was held at the university and involved critical discussion among the undergraduates of the literature on youth unemployment. The second class session each week was held at the middle school and involved career development discussion in groups, each group consisting of two or three middle school students, one undergraduate and one graduate student (in Counseling Psychology). Undergraduates were also responsible for keeping a journal, collaborating on a field research project, and preparing a literature review and final report on the area of field research. Pre and post-course questionnaires (completed by the undergraduate and graduate students, middle school students and school administrators) suggested that this course assisted undergraduates in dispelling some stereotypical images and in developing feelings of increased competence and decreased anxiety in interacting with ethnic minority youth. (Author/KM)

ED 308 809 IR 013 869

*Beauchamp, Darrell G.; Braden, Roberts A.*

An Eclectic Qualitative-Quantitative Research Design for the Study of Affective-Cognitive Learning.

PUB DATE- Feb 89
NOTE- 13p.; In: Proceedings of Selected Research Papers presented at the Annual Meeting of the Association for Educational Communications and Technology (Dallas, TX, February 1-5, 1989). For the complete proceedings, see IR 013 865.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Affective Measures; Analysis of Covariance; *Cognitive Processes; *Emotional Response; *Hearing (Physiology); Instructional Design; Pretests Posttests; Qualitative Research; Recall (Psychology); *Research Design; *Vision

This study used an eclectic, qualitative research design to explore the effects of visual and verbal variables on affective response and cognitive learning in four different groups of students. The four design imperatives of the study were: (1) both of the primary learning senses (sight and hearing) had to be included in the study; (2) the inquiry was to be extended into both the affective and cognitive domains; (3) the final design had to have holistic integrity; and (4) every effort had to be made to prevent this study from turning into another "Medium A versus Medium B" study. The sight and hearing continua used in the design of four different slide-tape presentations were modified from the Wileman Typology and employed to treat the range of various kinds of visual and auditory images involved in instruction as a single variable. Data on cognitive achievement were collected through the use of a pretest, a posttest, and a post posttest designed for this study and subjected to statistical analysis using commercial software. Findings showed that significant differences existed among the four treatment groups in the degree of cognitive achievement, and that there were also significant differences among the groups in the degree of affective response. (12 references) (CGD)

ED 308 879 IR 052 876

*Hildreth, Charles R.*
Intelligent Interfaces and Retrieval Methods for Subject Searching in Bibliographic Retrieval Systems.
Library of Congress, Washington, D.C.
REPORT NO.- ISBN-0-8444-0626-0
PUB DATE- 89
NOTE- 127p.; Advances in Library Information Technology. Issue Number 2.
AVAILABLE FROM- Cataloging Distribution Service, Library of Congress, Washington, DC 20541.

LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Artificial Intelligence; Computer Software; Information Retrieval; *Man Machine Systems; *Online Catalogs; *Online Searching; *Online Systems; Reference Services; *Search Strategies
IDENTIFIERS- Gateway Systems

This study was designed to be a state-of-the-art survey and investigation of intelligent "front end" design approaches and software for improving subject access and subject searching in today's large online bibliographic retrieval systems and online public access catalogs (OPACS). The report begins with an illustrated overview of retrieval features and subject searching in current second-generation OPACs, which is followed by a discussion of the problems and shortcomings of conventional OPACs and online information retrieval systems, especially with regard to subject access and retrieval methods. A summary discussion of perspectives, models, and design contributions from the information retrieval research and experimentation community is then presented, and an illustrated review and analysis of intelligent interfaces and retrieval methods is provided. The discussion facilitates a refined grouping of the issues into four major areas: (1) ease of use, orientation, and presentation factors; (2) vocabulary control and correlation factors; (3) more effective system-guided or automatic query formulation and retrieval techniques; and (4) meaningful engagement of the searcher in relevance assessments, query modification/expansion, and provision of smart navigational, exploration facilities. A summary of recommended design principles and achievements in intelligent interface and retrieval system design concludes the report. A checklist of features of second-generation OPACs and a list of OPAC and retrieval systems and software investigated for the study are appended. (51 references) (MES)

ED 308 992 PS 018 335

*Hartup, Willard W.; Moore, Shirley G.*
Early Peer Relations: Developmental Significance and Prognostic Implications.
SPONS. AGENCY- National Inst. of Mental Health (DHHS), Rockville, Md.
PUB DATE- 89
NOTE- 34p.; For an earlier version of this paper, see ED 297 885.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Information Analysis/State-of-the-Art Materials (070) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Child Caregivers; Early Childhood Education; Elementary School Teachers; Family Influence; Friendship; *High Risk Persons; *Individual Development; *Interpersonal Competence; Literature Reviews; Models; Peer Influence; *Peer Relationship; Self Esteem;

Socialization; *Teacher Role; *Young Children
IDENTIFIERS- Deviance

Considering developmental and prognostic implications of early peer relations, this review delineates some functions of children's relations with other children; summarizes current thinking about the interrelations between family socialization and peer socialization, especially in relation to the growth of social competence and the development of deviance; and discusses professional implications of the reviewed theories. Major sections of the paper address: (1) the nature of peer relations; (2) peer relations and risk; (3) developmental models; and (4) the role of caregivers and teachers in the development of early peer relations. A conjunctive model is advanced to account for the manner in which troubled family relations are followed by troubled peer relations, problems with self-regard, narrowed alternatives in choosing friends, and manifestations of social deviance. Social adjustment is seen as deriving from a combination or conjunction of family and peer influences. The origins of conjunctive cycles appear to exist in early childhood and require attention in program implementation and management for young children. Nearly 50 references are cited. (RH)

ED 309 063                                SE 050 716

Survey of Academic Skills: Grade 12 Rationale and Content
  Mathematics.

**California State Dept. of Education, Sacramento. Bureau of
  Publications.**
REPORT NO.- ISBN-0-8011-0808-X
PUB DATE- 89
NOTE- 88p.
AVAILABLE FROM- Bureau of Publications, Sales Unit, California State
  Department of Education, P.O. Box 271, Sacramento, CA 95802-0271
  ($2.50 plus sales tax for California residents).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Grade 12; High Schools; Mathematical Concepts;
  Mathematics Achievement; Mathematics Materials; *Mathematics
  Skills; Mathematics Tests; *Secondary School Mathematics; *Test
  Construction; Testing Programs

IDENTIFIERS- *California

This survey reflects new developments in the mathematics curriculum as emphasized in the curriculum frameworks and state-adopted textbooks. The first section describes the procedure for the development of the survey and the rationale for the topics and types of questions included on the mathematics portion of the test. The second section describes the mathematics content to be assessed and includes illustrative test items. Categories assessed are: (1) "Problem Solving/Reasoning"; and (2) "Understandings and Applications." An answer key to the examples is provided. (YP)

ED 308 767 HE 022 736

*Montgomery, James R.; And Others*

Evaluation of Faculty Performance in Extension and Service. AIR 1989 Annual Forum Paper.

PUB DATE- May 89
NOTE- 19p.; Paper presented at the Annual Forum of the Association for Institutional Research (29th, Baltimore, MD, April 30-May 3, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Faculty; *Extension Education; Faculty Evaluation; Higher Education; Institutional Research; *Public Service; Surveys; *Teacher Attitudes; *Teacher Promotion; Teacher Salaries
IDENTIFIERS- *AIR Forum

A widespread perception exists that faculty with public service or extension activities are not treated equitably either in annual evaluations for merit salary increases or in peer evaluation for promotion. To determine the items considered important in making personnel decisions in extension and service areas, a survey was sent to chief academic officers in 84 land-grant and research universities. Response rate was 73% (from 43 states). Responses concerning importance of activities and measures of effectiveness are discussed. Seventy-eight percent of respondents agreed with the statement "on this campus, some extension faculty allege they have less opportunity for promotion, tenure or salary raises than do instructional/research faculty," but half considered this to be a problem of perception rather than reality. Several steps are suggested to ameliorate this perception, including dissemination of comparative data, discussion of measures of performance, and a clear mutual understanding of expectations. A list of the responding universities is appended. Contains 8 references. (KM)

ED 308 863                                   IR 052 814

*Wu, Connie, Comp.*
American Library Terminology--A Guide for International Students.
**Rutgers, The State Univ., New Brunswick, N.J. Univ. Libraries.**
PUB DATE- 88
NOTE- 8p.; Reproducibility may be limited due to color of paper.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reference Materials - Vocabularies/Classifications (134)
DESCRIPTORS- Academic Libraries; Foreign Students; Higher Education;
*Library Skills
IDENTIFIERS- *Library Terminology

Designed for use by foreign students, this guide to American library terminology lists 27 common terms in English, Chinese, Spanish, Korean, and Arabic with definitions in English. (MES)

ED 309 018 RC 017 145

Education as a Partner in Rural Economic Development: A Bibliography.
**Economic Development Administration (DOC), Washington, D.C.**
PUB DATE- Oct 88
NOTE- 7p.
AVAILABLE FROM- Richard E. Hage, Chair, Economic Development Working

Group, Room 7319, Herbert C. Hoover Building, Washington, DC 20230 (free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Economic Development; Elementary Secondary Education; Rural Areas; *Rural Development; *Rural Economics; *Rural Education; Rural Schools

This short annotated bibliography is intended for use by policymakers in states and communities that are concerned with linking education and economic development in rural areas. It contains references to selected publications and resource materials (including audiovisuals) prepared with federal funds. The bibliography is divided into the following sections: (1) Rural Economy and Society; (2) Educational Characteristics; (3) Rural Job Creation; (4) Rural Job Creation: Cases; (5) Providing Quality Rural Education; and (6) Resource Materials for Rural Areas. Complete ordering information is listed for each entry. (ALL)

ED 308 710 FL 018 073

*Selinker, Larry; Douglas, Dan*

The Problem of Comparing Episodes in Discourse Domains in Interlanguage Studies.

PUB DATE- Oct 86
NOTE- 14p.; In: Proceedings of the Annual Eastern States Conference on Linguistics (3rd, Pittsburgh, PA, October 10-11, 1986). The complete Proceedings are available from the Dept. of Linguistics, Ohio State University, Columbus.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Audiotape Recordings; Classroom Communication; Discourse Analysis; *English (Second Language); Higher Education; Interaction; *Interlanguage; *Language Processing; *Language Research; *Languages for Special Purposes; *Research Methodology; Second Language Learning; Student Attitudes; Videotape Recordings

This study builds on research that identified empirical evidence indicating that at least one language for special purposes (LSP) domain and one non-LSP domain are in fact associated with some differential results in the consequent interlanguage (IL) structure of non-native users of English. The current study focuses on the methodological problems in establishing an "episode" in which English-as-a-Second-Language (ESL) learners use the internally bound IL contexts that they have developed. Video- and audio-taped sessions of language interaction between a native-Chinese-speaking graduate student teaching mathematics and his students were used as primary data. Secondary data consisted of commentary on these interactions by the students in his class (coparticipants) and by subject-specialist informants. It is maintained that the student-informant insights come out of the internally-created discourse domains that are the initiators of second language acquisition. (DJD)

ED 308 753 HE 022 527

*Neumann, Anna*
Colleges Under Pressure: Budgeting, Presidential Competence, and Faculty Uncertainty.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 89
NOTE- 22p.; Paper presented at the Annual Meeting of the American Education Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Administrators; Budgeting; College Administration; *College Presidents; *Communication Skills; Faculty College Relationship; Financial Problems; Higher Education; Interpersonal Communication; *Interpersonal Competence; Leadership Styles; *Teacher Administrator Relationship

A comparative case study examining selected aspects of internal college leadership during financially troubled times is discussed. Continuous negotiation between university presidents and faculty members is explained. Presentation of the budget to the college community is examined, noting how the president may use the event to define hard times for the faculty. Features of the president's budgetary communication that encourage or discourage the faculty to accept his or her definition are noted. Both colleges used in the study have similar forms of control, and their presidents have comparable experience. They communicate with their faculties about the budget in diverse ways with budgetary messages differing in substance and form. President A introduces a critical financial problem with a broad-ranging explanation of background, detailed description of actors, and open-ended but defined set of possible endings. President B gives the message by focusing on the situation as it exists in the present, describing the current context with detailed quantitative measures, depicting financial dynamics in inanimate terms, and ending with an open-ended question about the college's financial future. If the president does not give an interpretation of the frightening event, it will result in ambiguity, discomfort, and a faculty in search of efficacy. Several considerations for administrators include: when presenting the budget to the faculty, interpretation is needed; a clear, plain story is more effective than a polished business report; and the president is likely to be an important internal actor during times of resource stress. Contains 32 references. (SM)

ED 308 783                                HE 022 752

*Aquino, Felix J.*
A Five-Year Longitudinal Study of Community College Student Behaviors: Toward a Definition of Student Success and Student Failure. AIR 1989 Annual Forum Paper.
PUB DATE- May 89
NOTE- 19p.; Paper presented at the Annual Forum of the Association for Institutional Research (29th, Baltimore, MD, April 30-May 3, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Persistence; Community Colleges; Dropouts; Failure; Institutional Research; Longitudinal Studies; Outcomes of Education; *Student Behavior; *Student Characteristics; Success; Two Year Colleges; *Two Year College Students
IDENTIFIERS- *AIR Forum

A 5-year longitudinal study of 15,000 community college students was conducted to examine student behaviors and outcomes. The importance of longitudinal studies in the analysis of student outcomes data and as a baseline for future student tracking systems is discussed. The computer methodologies by which the data were collected and analyzed are also discussed. Based on the findings, students were grouped into a number of mutually exclusive categories: full-time completers; part-time completers; successful non-completers; non-successful non-completers; and zero-credit earners. The aggregate behavior of each group was analyzed with respect to three common outcomes measures, median grade point average, median attrition ratio, and median total credit hours earned. Conceptualizations of success from the point of view of the institution and of the student are also discussed. A need is found for a model of behaviors that will specify under what circumstances attitudinal indicators will be used and under what conditions behavioral indicators will be used. Contains 6 references. (KM)

ED 308 823 IR 013 883

*Kerr, Stephen T.*
Teachers and Technology: An Appropriate Model To Link Research with Practice.
PUB DATE- Feb 89
NOTE- 28p.; In: Proceedings of Selected Research Papers presented at the Annual Meeting of the Association for Educational Communications and Technology (Dallas, TX, February 1-5, 1989). For the complete proceedings, see IR 013 865.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Software; Critical Thinking; *Educational Technology; *Elementary School Teachers; *Instructional Design; *Instructional Development; *Models; Professional Development; *Secondary School Teachers

This paper first reviews the field of educational technology and teaching from two perspectives, that of the technologist and that of the teacher. It is noted that the activities of educational technologists are now defined largely in terms of instructional design and development and are increasingly distanced from the work of ordinary teachers in the public schools; and that the teacher's world is substantially limited by powerful social and administrative pressures to teach in particular ways, which results in very little opportunity to deal with educational technology as something larger than machines and software. The paper then characterizes the current state of the movement to radically restructure education, and suggests how educational technologists might join in and contribute to that discussion, the central issues of which focus upon democratizing school administration; teacher self-management and professional development; altered classroom roles and emphasis on critical thinking skills; and new modes of research on teaching and teacher preparation. The paper concludes with suggestions, drawn from current research on teaching and educational practice, for new initiatives that educational technologists might take in four areas: (1) the preparation of models for teaching-with-technology; (2) the design of intelligent software; (3) the creation of technologically-based tools to support teachers' professional work and development; and (4) the improvement of research on technology in education. (78 references) (CGD)

ED 308 836 IR 013 896

*Ross, Steven M.; Morrison, Gary R.*

Reducing the Density of Text Presentations Using Alternative Control Strategies and Media.

PUB DATE- Feb 89
NOTE- 11p.; In: Proceedings of Selected Research Papers presented at the Annual Meeting of the Association for Educational Communications and Technology (Dallas, TX, February 1-5, 1989). For the complete proceedings, see IR 013 865.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Attitude Measures; *Cognitive Style; *Computer Assisted Instruction; Courseware; Higher Education; Instructional Design; *Intermode Differences; Learning Strategies; Likert Scales; Media Research; Pretests Posttests; Readability; Screens (Displays); *Student Attitudes
IDENTIFIERS- *Learner Control; Nelson Denny Reading Tests; *Screen Format

A critical process in developing lessons for computer-based instruction (CBI) is to determine the manner in which information will be displayed on the screen, taking care not to ignore the computer's special display capabilities. The underlying assumption of this study was that reducing the density of text presentation would be effective for improving readability and learning under CBI. Subjects were 221 preservice teachers, who were randomly assigned to seven treatment groups according to a 2 (presentation mode: CBI or print) x 3 (density condition: high, low, or learner control) factorial design with one outside condition, "full" learner control of density and media selection. A preattitude survey, pretest, and reading test were administered during a regular class session. Major dependent variables consisted of four achievement measures (knowledge, calculation, and transfer subtests and a delayed posttest), total attitude score, and lesson completion time. Results supported earlier findings with print material by showing low-density text to be as effective as high-density text on every achievement measure. In contrast, fairly effective meta-cognition strategies appear to have been used by both low-achievers and high-achievers in selecting text density. Finally, no meaningful differences between presentation media were found on task outcomes. It may be that comparing media is less important than the selective and systematic matching of instructional strategies to the specific media that must powerfully represent them. (12 references) (CGD)

ED 308 849 IR 013 909

*Walster, Dian E.*
Predicting Behavior from Normative Influences: What Insights Can the Fishbein Model Offer?
PUB DATE- Feb 89
NOTE- 9p.; In: Proceedings of Selected Research Papers presented at the Annual Meeting of the Association for Educational Communications and Technology (Dallas, TX, February 1-5, 1989). For the complete proceedings, see IR 013 865.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Behavior Theories; *Microcomputers; *Predictive Measurement; Psychological Studies; *Student Attitudes; *Student Motivation; Use Studies
IDENTIFIERS- *Fishbein Model of Attitudes

The Fishbein Model is an attitude behavior consistency model which is used in both laboratory and field settings for predicting and understanding attitudinal and normative influences on behavior. This paper examines controversy surrounding the Fishbein Model's normative component in the context of a study of library and information science (LIS) students' attitudes toward microcomputer use. Interviews were conducted with two groups of LIS students--one group learning to use a microcomputer and one group using a microcomputer--to determine their attitudes toward microcomputer use. Students' responses under educational and non-educational conditions were compared to identify areas where the action of learning influenced components of the model. The same eight normative referents were identified by both groups. Six were positive referents: library users, professors, future employers, people who use computers, family, and friends. Two were negative referents: people against technology and people threatened by computers. Bipolar measurement for subjective norms--i.e., the normative belief or referent and the motivation to comply--showed significant differences between the groups on three of the norms. The learning group felt motivated to comply by a particular positive referent, while the using group felt motivated not to comply by the negative referents. Noting that subjective norms are still problematic in using the Fishbein Model for predicting and understanding behavior, the model is recommended as a useful tool for examining normative influences and behavior in education if it is applied and interpreted appropriately. (10 references) (CGD)

ED 308 892 JC 890 323

*Palek, Mark; And Others*
Learning Disbilities Program In-Service Manual.
**South Seattle Community Coll., Washington.**
PUB DATE- 88
NOTE- 73p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Case Studies; Community Colleges; *Educational Diagnosis; Individualized Instruction; *Learning Disabilities; Program Descriptions; Special Programs; *Teaching Methods; Two Year Colleges; Two Year College Students
IDENTIFIERS- *South Seattle Community College WA

This in-service manual for administrators and faculty at South Seattle Community College (SSCC) offers information on learning disabilities and describes the college's programs for learning disabled (LD) students. The first sections present legal and professional definitions of learning disabilities; briefly consider such causes of learning disabilities as hereditary factors, prenatal events, birth defects, postnatal events, and psychogenic factors; and offer three case studies to illustrate the functioning of SSCC's Learning Disability Program. Next, the following program components are described: (1) assessment of LD students through student and instructor interviews and diagnostic testing; (2) the accommodation of special student needs in class; (3) educational, vocational, and personal counseling; (4) peer support; (5) the Learning Assistance Center, which provides individual and group instruction in textbook reading, note taking, test taking, and other study skills; and (6) technological aids, such as tape recorders, computers, and prerecorded information. A final section considers the potential for bias in LD testing. Appendixes provide a flow chart of the assessment procedure and awareness program, a learning difference checklist, referral and interview forms, a follow-up questionnaire, information and forms for students, samples of LD students' work, and a glossary of LD terminology. (ALB)

ED 308 933 PS 018 092

*Chen, J. Q.; And Others*
Children's Understanding of the Distinction between Natural and Crafted Objects.
PUB DATE- Jun 89
NOTE- 10p.; Paper presented at the Annual Symposium of the Jean Piaget Society (Philadelphia, PA, June 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Age Differences; *Cognitive Ability; *Concept Formation; Early Childhood Education; Elementary School Students; *Epistemology; Piagetian Theory; Preschool Children
IDENTIFIERS- *Cultural Epistemology; Developmental Patterns; *Man Made World; Man Nature Relationship

This study examined whether evidence for understanding the distinction between natural and man-made aspects of the world can be found in young children. Children 3, 5, and 7 years of age were asked to make judgments about the origins of 12 objects and people's ability to change the objects. The objects were evenly divided into naturally occurring objects such as clouds and mountains, and man-made objects such as helicopters and spoons. Results suggested that the youngest children were unable to answer the origins questions correctly, while members of both older groups were able to do so. More children in all three age groups correctly indicated the origins of man-made objects more frequently than of naturally occurring ones. When asked whether people could change the objects pictured in the photographs, the youngest answered that they could not, while the older children answered that they could. Crafted objects were seen as more amenable to change than natural ones. For positive responses to the change question, age differences were found in kinds of suggested alterations consistent with earlier observations about children's conceptual development from perceptual to functional changes. Children in all age groups correctly categorized unfamiliar objects despite their inability to identify them correctly. It is concluded that by the age of 7 years, children seem able to differentiate between natural and man-made objects. (RH)

ED 308 948 PS 018 124

Prekindergarten Program Product Evaluation Report, 1988-89.
**Saginaw Public Schools, Mich. Dept. of Evaluation Services.**
PUB DATE- Jun 89
NOTE- 47p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Cognitive Ability; Elementary
  Education; *Parent Participation; *Preschool Children; *Preschool
  Education; *Program Effectiveness; Program Evaluation; *Psychomot
  Skills; Public Schools; Summative Evaluation
IDENTIFIERS- *Michigan (Saginaw)

The results of a summative evaluation of the 1988-89 Prekindergarten Program of Saginaw, Michigan public schools, which served 448 childlren at 13 elementary schools are reported. The major evaluation question was: Did the program attain the objectives that it set out to accomplish? To answer this question, the Prekindergarten Saginaw Objective Reference Test (PK-SORT) was used to assess student achievement. The PK-SORT included 31 items dealing with psychomotor and cognitive program areas. Also used was the Parents as Partners Sheet, an instrument which called for each teacher to record the amount and type of parent participation that occurred during the year. PK-SORT data showed that the program met 7 of the 13 cognitive and psychomotor objectives. In addition, all three objectives dealing with the Parents as Partners program component were met. Recommendations for program improvement are offered. Chapter 1 prekindergarten objectives, tables of data, participant lists, and the PK-SORT are appended. (RH)

ED 308 963 PS 018 148

*Naigles, Letitia*

Syntactic Bootstrapping: A Partial Solution to the Induction Problem of Verb Learning.

SPONS. AGENCY- American Association of Univ. Women Educational Foundation, Washington, D.C.
PUB DATE- Apr 89
NOTE- 18p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Kansas City, MO, April 27-30, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Processes; Hypothesis Testing; *Induction; *Language Acquisition; Language Research; *Syntax; *Toddlers; *Verbs
IDENTIFIERS- Gaze Patterns; *Syntactic Bootstrapping

This experiment was designed to investigate the possibility that young children use syntax to constrain and focus verb meanings in their interpretations of novel scenes and novel verbs. Subjects were 24 children, 12 males and 12 females, of 23 to 27 months, all raised in English-speaking homes. Their mean productive vocabulary was 240 words. A total of 17 had produced utterances of three words or longer; 7 were in the two-word stage of language development. Each child viewed simultaneously presented video events. Between the video monitors, an auditory speaker played a message that matched only one of the video events, or scenes. It was expected that if the utterance was correctly understood, the child would look preferentially at the scene that was consistent with the utterance. If the utterance was not understood, it was expected that the child would look randomly at either scene. For each of the subjects, a pattern of teaching and testing was repeated for four nonsense verbs. Half of the children heard each verb presented in the transitive audio, and the others heard each verb presented in the intransitive audio. Findings provide strong support for the syntactic bootstrapping hypothesis proposed by Landau and Gleitman (1985). (RH)

ED 309 048 SE 050 697

*Helgeson, Stanley L.*
The Second IEA Science Study: Data Related to Precollege Science in the U.S.A. ERIC/SMEAC Science Education Digest No. 1, 1988.
**ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.**
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 88
NOTE- 4p.; For other 1988 science digests see SE 050 698-699.
AVAILABLE FROM- ERIC/SMEAC, The Ohio State University, 1200 Chambers Road, 3rd Floor, Columbus, OH 43212 ($1.00 single copy; ordered in sets by year and area, $3.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; *Achievement Tests; *Comparative Education; Elementary School Science; Elementary Secondary Education; Grade 5; Grade 9; Grade 12; International Educational Exchange; Process Education; Science and Society; *Science Curriculum; *Science Education; Secondary School Science
IDENTIFIERS- *Second International Science Study

In 1986, a total of 11 different populations involving more than 1000 schools and more than 20,000 students participated in the Second IEA Science Study (SISS). This digest discusses findings related to curricular patterns and student outcomes. Ratings were done at grades 5, 9, and 12, to ensure that the achievement tests reflected the science curriculum of the countries involved. The three curricular grids which were designed to follow international guidelines were: traditional science domains; applied/integrated science; and science processes, practical skills, and attitudes. The review of student outcomes compares the 1986 results with earlier tests. These comparisons resulted in mixed findings. (CW)

# Waste: A Hidden Resource.

Keep America Beautiful, Inc., New York, N.Y.
REPORT NO.- TVA/RD/EE-89/01
PUB DATE- Dec 88
NOTE- 234p.
AVAILABLE FROM- Keep America Beautiful, Inc., Mill River Plaza, 9 West Broad Street, Stamford, CT 06902 ($50.00 plus $5.50 shipping and handling; compatible Apple software $20.00 plus $2.50 shipping and handling).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Conservation (Environment); Educational Games; Elementary School Science; Elementary Secondary Education; *Environmental Education; *Instructional Materials; Middle Schools; Natural Resources; Science Education; Secondary School Science; *Solid Wastes; Teaching Methods; *Waste Disposal

Corporations, government agencies, communities, and individuals are involved in waste management. Education about waste--where it comes from, how we dispose of it, and management alternatives--is needed. This document provides a series of educational resources which deal with these issues. Using these factsheets, lesson plans, lists of sources for more detailed information, simulations, and games create new levels of awareness, knowledge, and skill. The guide, developed by experts in education and waste management, enriches traditional classroom subjects while focusing on waste issues. These materials encourage investigation, analysis, and decisionmaking about our consumption of resources and management of wastes. The 31 activities included are organized into four groups: (1) "Overview of Solid Waste"; (2) "Hazardous Wastes"; (3) "Municipal Wastes"; and (4) "Simulation: Crises in Center City." Each activity includes a concept, objectives, background information, procedures, lists of materials and key vocabulary, extension activities, and evaluation questions. Many contain reproducible sheets for students. Also included are three games, a glossary of terms related to waste disposal, and a list of 36 references. (CW)

ED 308 726 FL 018 099

*Valimaa-Blum, Riitta*
Finnish Word Order as a Set of Syntactic Constructions.
PUB DATE- 88
NOTE- 14p.; Paper presented at the Annual Meeting of the Eastern States Conference on Linguistics (5th, University of Pennsylvania, September 30-October 2, 1988). The complete Proceedings are available from the Dept. of Linguistics, Ohio State University, Columbus.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Finnish; *Language Patterns; Language Research; *Linguistic Theory; Pragmatics; *Sentence Structure; Uncommonly Taught Languages
IDENTIFIERS- Clauses; Permutations; *Word Order

The order of constituents in Finnish clauses having free word order is analyzed. It is proposed that these clauses are defined only in terms of their immediate constituency, and that the logically possible permutations of these constituents form another set of sequence constructions, which transcend individual clause types. Each sequence construction encodes, by default, a particular pragmatic value and the definiteness of the order of the noun phrases. The formal concomitants of the sequence constructions are the order of the constituents and the accentual pattern. Thus, the same formal constituents in different combinations realize different constructions. The implicit claim is that sentences are not interpreted just against their context, but that the constructions themselves encode the pragmatics of their use. The analysis begins with a discussion of the traditional views of Finnish word order and proceeds to illustrate what pragmatic values word order encodes, how word order interacts with various kinds of definiteness, and how the partitive subject interacts with definiteness. Finally, the rules for the sequence construction are outlined. (MSE)

ED 308 797 HE 022 845

*Nelson, Karen*
Paying for College: Savings Plan vs. Prepayment. ERIC Digest.
**National Center for Postsecondary Governance and Finance, College Park, MD.**
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- EDO-HE-88-12
PUB DATE- 88
NOTE- 3p.
CONTRACT- ED-RI-88-062014
AVAILABLE FROM- ERIC Clearinghouse on Higher Education, The George Washington University, One Dupont Circle, Suite 630, Washington, DC 20036 (Free with stamped, self-addressed envelope).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; Banking; Costs; *Educational Finance; Educational Planning; Expenditures; Family Financial Resources; Federal Aid; Higher Education; *Parent Financial Contribution; Parent Responsibility; Self Supporting Students; State Aid; *Student Costs
IDENTIFIERS- ERIC Digests; *Paying for College; Savings; *Tuition Prepayment

As college costs continue to soar, families across America are confronting a financial burden they find difficult if not impossible to manage alone. Existing programs like student loans are unable to address a problem of this scope. The search for a method to encourage savings for college without drawing on limited public resources has led to a new investment idea: prepayment of tuition. Although difficult to implement, prepayment plans have the potential to totally restructure higher education finance. The principal advantages of state, national, and commercial savings plans are reviewed, then compared with state and national prepayment plans. Helping families save for higher education is a crucial issue facing policy makers and higher education officials. If parents can be encouraged to create "new" savings for future college expenses, higher education will benefit while the nation's perilously low savings rate will be transfused. National and commercial savings plans offer alternatives, although somewhat unsatisfactorily. A well-structured national prepayment plan is essential in order to bring the nation's college tuition crisis in check. Contains four references. (SM)

ED 308 864 IR 052 815

*Abbott, Randy L.*

A Critical Analysis of the Library-Related Literature Concerning Censorship in Public Libraries and Public School Libraries in the United States during the 1980s.

PUB DATE- Dec 87

NOTE- 56p.; Project for degree of Eduction Specialist, University of South Florida.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Dissertations/Theses - Undetermined (040) Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Access to Information; Adolescent Literature; *Censorship; Childrens Literature; Content Analysis; *Court Litigation; Elementary Secondary Education; *Library Material Selection; *Library Role; Public Libraries; School Libraries

IDENTIFIERS- *Librarian Attitudes; *Pressure Groups

This content analysis examines library science and education literature on censorship in public and public school libraries in the 1980s. The first chapter discusses the organization and activities of right-wing and left-wing pressure groups together with ways in which librarians have responded to their pressure. The distinction between censorship and selection of library materials and the issue of a balanced collection from a conservative viewpoint are considered in the second chapter. The third chapter looks at some titles that have been frequently challenged and reasons censors give for wanting titles removed. The rights of young people regarding access to information are also discussed in this chapter. The next chapter reviews actual experiences of librarians and explores their changing attitudes toward censorship. Some of the most important court cases of this decade involving censorship in libraries are summarized in the fifth chapter. (82 references) (MES)

ED 308 906 JC 890 341

*Drake, David*

Library/LRC Service to Rural Extension Centers of Texas Public Two-Year Colleges.

PUB DATE- 15 Jun 89
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Colleges; Learning Resources Centers; *Library Cooperation; Library Role; *Library Services; Off Campus Facilities; *Rural Extension; State Surveys; Two Year Colleges
IDENTIFIERS- *Texas

Fifteen of Texas's 49 public community/junior college districts maintain rural extension centers in small- to medium-sized cities located from 19 to 108 miles from campus. Operating out of borrowed or leased facilities, with no local income or tax base, these centers provide a regular schedule of credit classes to rural Texas residents. In February 1989, a survey of these 15 colleges was conducted to determine the level of Library/Learning Resources Center (LRC) services provided to the rural extension centers and their students. The survey instrument and brief descriptions of the library services provided by 13 responding community college to 31 towns are attached. (JMC)

ED 308 919 JC 890 356

*Levin, John S.; Dennison, John D.*
Responsiveness and Renewal in Canada's Community Colleges: A Study of Change in Organizations.
SPONS. AGENCY- Social Sciences and Humanities Research Council of Canada, Ottawa (Ontario).
PUB DATE- Feb 89
NOTE- 25p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Access to Education; College Role; *Community Colleges; Educational Assessment; Educational Change; Educational Equity (Finance); *Educational Objectives; Educational Philosophy; *Educational Principles; Educational Quality; Entrepreneurship; Minority Groups; *Organizational Change; Two Year Colleges
IDENTIFIERS- *Canada

In 1988, a study was conducted to determine whether and to what extent the principles of opportunity, accessibility, adaptability, and comprehensiveness upon which Canada's community colleges were established have survived into the 1980's. The theoretical model underpinning the study was based on a three-dimensional matrix in which theories of adaptation and power formed two dimensions, and several developmental models specific to the community college as an organization comprised the third. The methodology involved an intensive study of 14 community colleges with respect to their educational programs, students, teaching and support staff, administration, curricula and instruction, delivery of instruction, accessibility, governance, advisory bodies, relations with government, personnel relations, finances, and relations with the community. The results of surveys of key constituent groups at these colleges, including presidents, board members, administrators, faculty, support staff, and students, revealed that much of the idealism and innovation which guided the colleges in the 1960's is still to be found in the 1980's. However, due to an increase in government regulation and a reduction in financial support, Canadian colleges had to invent new ways of dealing with external forces during the last decade. In the process, they became more entrepreneurial, less community-oriented, and more tightly managed. (Author/ALB)

ED 308 978                                    PS 018 174

*Fiene, Richard; Melnick, Steven A.*

Licensure and Program Quality in Child Care and Early Childhood Programs.

SPONS. AGENCY- Pennsylvania State Dept. of Public Welfare, Harrisburg.
PUB DATE- Jul 89
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Certification; Comparative Analysis; *Day Care; Early Childhood Education; Educational Policy; *Educational Quality; *Family Day Care; Nonprofit Organizations; *Program Evaluation; Rural Urban Differences; *State Programs
IDENTIFIERS- *Pennsylvania; State Regulation

This study investigated the quality of day care in Pennsylvania. Observations and evaluations were made of 149 day care centers and family day care homes. Measures used included the Child Development Program Evaluation Licensing Scale--day care and family day care versions (CDPE), the Early Childhood Environment Rating Scale (ECERS), and the Family Day Care Home Rating Scale (FDCRS). It was hypothesized that there would be: (1) no significant differences between nonprofit and profit centers; (2) no significant differences between agency-sponsored family day care homes and independent homes; (3) no significant differences between day care centers and family day care homes; (4) a positive relationship between CDPE licensing scores and ECERS scores; and (5) no significant differences between rural and urban day care centers and family day care homes. Findings confirmed hypothesis 2, but not hypotheses 1, 3, 4, and 5. (RH)

ED 309 005 RC 017 129

*Tickamyer, Ann R.; Tickamyer, Cecil*
Poverty in Appalachia. Appalachian Data Bank Report #5.
**Kentucky Univ., Lexington. Appalachian Center.**
SPONS. AGENCY- Chessie System, Cleveland, OH.
PUB DATE- Mar 87
NOTE- 47p.
AVAILABLE FROM- Appalachian Center, University of Kentucky, 641 S. Limestone, Lexington, KY 40506-0333 ($3.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *Area Studies; *Change Strategies; Demography; Disadvantaged Environment; Economic Development; Elementary Secondary Education; Low Income; Low Income States; *Poverty; *Poverty Areas; Poverty Programs; Social Change; Social Isolation; Social Services; *Unemployment
IDENTIFIERS- *Appalachia

This report examines the causes and effects of Appalachian poverty, focusing on education, unemployment, social services, and economic development. The data in the report were extracted from the 1980 U.S. Census. Although there has been a steady decline in Appalachian poverty rates since the landmark 1964 declaration of a War on Poverty, statistics show the picture of a region that remains much poorer than the rest of the nation. In 1980, prior to a major recession, the Central Appalachian Subregion had a poverty rate that was nearly double the national average. High numbers of people live just above the poverty line and are thus highly vulnerable to economic disruption. Some improvements can be attributed to expanded public spending, but persistent poverty rates reflect a continuously isolated, inaccessible, undiversified, and dependent economy. In such conditions, there is little incentive for individual effort toward advancement. Education, for example, offers little reward in an area with few jobs. The persistence of poverty indicates the need for programs whose intervention strategies are designed to target isolated rural economies and their vulnerable populations. Programs of the past have sometimes enjoyed limited success and, in other instances, have failed spectacularly. This report concludes that, if the future is to learn from the past, rural economic strategies should be based on a realistic appreciation of the needs and abilities of rural residents. In the meantime, the costs of failure to find solutions to poverty remain high for individuals and their communities. This report includes a section on the measurement of poverty with an emphasis on the Orshansky method. Ten charts and graphs offer detailed demographic information. (TES)

ED 309 064 SE 050 717

*Lowe, Norman K., Ed.*
Games and Toys in the Teaching of Science and Technology. Science and Technology Education Document Series No. 29.
**United Nations Educational, Scientific, and Cultural Organization, Paris (France). Div. of Science, Technical and Environmental Education.**
REPORT NO.- ED/88/WS/36
PUB DATE- 88
NOTE- 91p.
AVAILABLE FROM- United Nations Educational, Scientific, and Cultural Organization, 7 place de Fontenoy, 75700 Paris, France (price not available).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Educational Games; *Elementary School Science; Elementary Secondary Education; Games; *Mathematical Concepts; *Science Activities; Science Curriculum; Science Education; Science Materials; *Scientific Concepts; Secondary School Science; Technical Education; *Toys

Toys and games play a large part in the early development of children. This book is a resource document on low-cost, educational activities for children in the primary and early secondary levels of education. Section 1 sets the scene with regard to toys and games as well as to curriculum development trends and activities at the primary level of education. In section 2, examples of 28 games and toys which can be used in the teaching of science and technology are detailed. Suitable grade level, materials required, educational concept/skill, and points for the teacher to consider are described in each example. Some principles that the teacher might consider in using games in the classroom and some comments from the evaluation of games are listed. (YP)

ED 308 695 FL 018 039

*Bassano, Dominique; And Others*
Statement Modalities in Reported Speech by French Children.
PUB DATE- Jun 88
NOTE- 28p.; Paper presented at the Meeting of the European Conference on Developmental Psychology (3rd, Budapest, Hungary, June 15-19, 1988). For related document, see FL 018 044.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; *Child Language; *Discourse Analysis; *Epistemology; Foreign Countries; French; *Language Acquisition; *Language Processing; Psycholinguistics; Verbal Communication; Young Children
IDENTIFIERS- France; *Modality; Quotations; *Reported Speech
A study investigated how children report epistemic modality and focused on two main questions: (1) How do children reproduce modal devices that are present in the original (to-be-reported) discourse? and (2) How do children use different linguistic means of quotation--direct, indirect, or other--in this situation? Sixty monolingual French-speaking subjects, 4-8 years old, were presented with short films involving verbal interactions among four puppets (two animals, a boy, and a girl). In each scenario, a particular target action was performed by one of the animals. Shortly after, the boy uttered a statement that referred to this target action and accused one of the animals. Children were asked to narrate the films to someone who had not seen the films. When reporting statements, children used lexical substitutions. In their alternative answers, many of the children suspended the assertion in ways that completely transformed the sentence structure. Evidence suggested that younger children do not have the same means of expression as older students. With respect to the use of different types of quotations, the age of the subjects did not seem to account for the frequencies with which they used direct versus indirect quotations. (DJD)

ED 308 740 HE 022 505

Dental Education in Florida. 1989--Report 3. Report and Recommendations of the Postsecondary Education Planning Commission.
**Florida State Postsecondary Education Planning Commission, Tallahassee.**
PUB DATE- 16 Feb 89
NOTE- 78p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Certification; College Curriculum; College Programs; *Dental Assistants; *Dental Hygienists; *Dental Schools; Dentistry; Dentists; Employment Projections; Enrollment; Higher Education; Labor Needs; *Labor Supply; Minority Groups; Professional Education; State Standards; *Statewide Planning; Surveys
IDENTIFIERS- *Florida

In response to a legislative directive, a study was conducted of dental education in Florida, the report of which constitutes part of the Comprehensive Health Professions Education Plan for the state. The study encompassed dental, dental hygiene and dental assisting education, with information provided on professional and educational aspects of the fields and particular attention given to manpower supply and demand issues. Twenty-two recommendations resulting from the study (relating to manpower, curricula, licensure, articulation and minority participation) have been endorsed. A major conclusion of the study is that no enrollment expansion is currently warranted in the state's dental education program (at the University of Florida), given favorable supply and demand projections for the state. The study is reported as follows: (1) executive summary (including the background of the study and the 22 recommendations); (2) dental education; (3) dental hygiene; (4) dental assisting; and (5) issues and recommendations (dental manpower, curricula, licensure and certification, articulation, and minority participation). For each of the three areas of dentistry, the profession, licensure, employment sites, education and manpower are discussed, including enrollments and manpower projections. Appendices list the accredited and state-approved dental hygiene programs in Florida; institutions accredited to teach dental assisting; and institutions approved to offer expanded functions and radiography course. A sries of 28 tables and five figures provide the data and projections developed by the study. (KM)

ED 308 768 HE 022 737

*Conklin, Karen A.*
New Markets: Possibilities for Increasing Nontraditional Student Enrollments. AIR 1989 Annual Forum Paper.
PUB DATE- May 89
NOTE- 25p.; Paper presented at the Annual Forum of the Association for Institutional Research (29th, Baltimore, MD, April 30-May 3, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Advanced Placement; Community Colleges; Demography; *Enrollment Trends; Higher Education; *High School Students; Institutional Research; *Marketing; *Nontraditional Students; *Older Adults; Student Interests; Student Motivation; Surveys
IDENTIFIERS- *AIR Forum; Johnson County Community College KS

Two nontraditional markets for increased college/university enrollments are discussed, potential students age 50 and over and high school students enrolled for dual credit in advance placement classes. Two telephone surveys were conducted, one to county residents aged 50 and over, regarding their educational needs and interests, and the other to county adults regarding their perceptions and opinion of Johnson County Community College (JCCC) in Kansas. Results are discussed in terms of adult interests, motivations and preferences and marketing strategies for this group. Dual-credit enrollment programs for high school students are also discussed, and the College Now program at JCCC is briefly described, and its evaluation by former students is summarized. Contains 14 references. (KM)

ED 308 810 IR 013 870

*Cennamo, Katherine Sears*
Factors Influencing Mental Effort: A Theoretical Overview and Review of Literature.
PUB DATE- Feb 89
NOTE- 16p.; In: Proceedings of Selected Research Papers presented at the Annual Meeting of the Association for Educational Communications and Technology (Dallas, TX, February 1-5, 1989). For the complete proceedings, see IR 013 865.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Epistemology; *Learning Motivation; Literature Reviews; Opinions
IDENTIFIERS- Cognitive Research; *Mental Effort; *Preconceptions

This paper summarizes the theoretical basis of the relationship between preconceptions and the construct of mental effort in order to identify factors that researchers have shown to influence mental effort, and to suggest an agenda for future research in this area. It begins with a discussion of the theoretical bases of the relationship between preconceptions and mental effort which reviews and summarizes four theories of cognition and motivation: (1) reactive theory; (2) active processing theories; (3) curiosity theory; and (4) attribution theory. It is also noted that past experiences, perceptions of the task, and characteristics of the media may each contribute to the preconceptions that learners bring to an instructional setting, and may in turn influence the invested mental effort. The paper then describes research on preconceptions and mental effort in the specific areas of learner preconceptions; mental effort and learning; the influence of the perceived task on mental effort; and the influence of characteristics of the media on mental effort. The paper concludes with suggestions for future research, which include measuring the delay time in responding to some secondary task while attending to the primary task of reading or viewing the stimulus material; studying the role of embedded post-questions in text using a secondary task technique to measure the amount of cognitive capacity used during processing; and using other methods to increase the cognitive capacity used in processing a text-based lesson. (38 references) (CGD)

ED 308 880 IR 052 929

*Berkowitz, Robert E.; Eisenberg, Michael B.*
The Curriculum Roles and Responsibilities of Library Media Specialists. ERIC Digest.
**ERIC Clearinghouse on Information Resources, Syracuse, N.Y.**
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

REPORT NO.- EDO-89-3
PUB DATE- Jul 89
NOTE- 4p.
CONTRACT- RI88062008
AVAILABLE FROM- ERIC Clearinghouse on Information Resources, 030 Huntington Hall, Syracuse University, Syracuse, NY 13244-2340 (free while supply lasts).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Curriculum Development; Elementary Secondary Education; *Guidelines; *Library Role; *Media Specialists
IDENTIFIERS- *Information Power

This digest brings together the various views on curriculum-related roles for library media specialists. The first section considers reasons why a disparity between theory and practice exists in regard to the involvement of library media specialists as curriculum consultants. Several sources addressing this issue are reviewed in the second section. In the third section, responsibilities of the library media specialist as information consultant and actions necessary for library media specialists to fulfill their curriculum-related roles are listed. These responsibilities and actions are drawn from "Information Power," the new national library media program guidelines from the American Association of School Librarians and the Association for Educational Communications and Technology. The fourth section summarizes the relevant ideas in three recent works offering new insights into curriculum responsibilities: (1) "Taxonomies of the School Library Media Program" (David V. Loertscher); (2) "Helping Teachers Teach" (Philip Turner); and (3) "Curriculum Initiative: An Agenda and Strategy for Library Media Programs" (Michael B. Eisenberg and Robert E. Berkowitz). (19 references) (MES)

*Hollified, John; And Others*
Children Learning in Groups, and Other Trends in Elementary ad Early Childhood Education.
**ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.**
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 89
NOTE- 128p.
CONTRACT- OERI-88-062012
AVAILABLE FROM- ERIC Clearinghouse on Elementary and Early Childhood Education, University of Illinois, 805 West Pennsylvania Avenue, Urbana, IL 61801 (Catalog No. 204, $8.75).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Collected Works - General (020)
DESCRIPTORS- Ability Grouping; Annotated Bibliographies; *Cooperative Learning; *Early Childhood Education; *Educational Change;

*Educational Trends; *Elementary Education; Group Dynamics; *Grouping (Instructional Purposes); Program Implementation
IDENTIFIERS- ERIC Digests; Mixed Age Groups

This publication includes two papers by John Hollifield, three ERIC Digests and two ERIC resource lists on group learning, and a reprint of an ERIC search on cooperative learning in elementary and middle schools. The two papers are titled: (1) "Cooperative Learning in Elementary Schools: From Supplemental Instructional Practice to Schoolwide Restructuring"; and (2) "Trends in Elementary and Early Childhood Education." The first paper briefly describes a number of cooperative learning processes and examines the increasing pattern of use of cooperative learning processes in elementary schools over the last decade, as exemplified by the Johns Hopkins University Student Team Learning Processes. The processes are described, the research concerning them is summarized, and the existing knowledge about the use of the processes in elementary schools is discussed. Preceeded by a discussion of the school reform movement and demographic factors delineating the population of children, the trends identified and briefly discussed in the second paper are those currently influencing kindergarten, preschool education, child care, and elementary education. Digests and resource lists on ability grouping, cooperative learning strategies in children, mixed-age grouping and cooperative learning, and classroom and group interaction, and an ERIC search reprint containing 39 citations and abstracts, are included. (RH)

ED 309 019 RC 017 147

Maintaining Positive Educator Morale during Consolidation.

**Appalachia Educational Lab., Charleston, W. Va.; Tennessee Education Association, Nashville.**
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 88
NOTE- 53p.
CONTRACT- 400-86-0001
AVAILABLE FROM- Appalachia Educational Laboratory, Inc., P.O. Box 1348, Charleston, WV 25325 ($5.00 prepaid).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Consolidated Schools; Cooperative Planning; Educational Research; Elementary Secondary Education; Interviews; *Mergers; *Organizational Climate; Questionnaires; *School Districts; School Surveys; *Teacher Morale; Telephone Surveys
IDENTIFIERS- *City County School Consolidation; Educators; Kentucky; North Carolina; Tennessee

The flight of middle class families from the cities to the suburbs has left many cities hard pressed to continue services at former levels. Falling enrollments and revenues have led to mergers of city and county school districts or closures of city districts followed by county takeover. This report documents educators' experience of city-county school consolidation, with special attention to educator morale. Administrators of five North Carolina and Tennessee school districts that had undergone consolidation completed a preliminary questionnaire. Teachers and administrators from five consolidated districts in North Carolina, Kentucky, and Tennessee took part in hour-long telephone interviews based on the questionnaire. Five key factors affected or reflected educator morale before or during consolidation: (1) the extent of planning and of educator involvement in the planning process; (2) communications about consolidation; (3) fears about job security, transfers, inequitable treatment, and loss of benefits and special programs; (4) the actual events that occurred during implementation; and (5) educator grievances and departures. The districts surveyed ran the gamut from minimal loss of educator morale to major trauma for educators. Recommendations for educators and community members facing consolidation include: (1) extensive planning that involves boards of education, educators, and community members from both districts; (2) extensive communications among all interested parties to counteract rumors and groundless fears; and (3) strong leadership from superintendents and community leaders. This report contains 15 references. Appendices include the survey instruments, and merger chronologies for Charlotte and Mecklenburg County (North Carolina), Nashville and Davidson County (Tennessee), Winston-Salem and Forsyth County (North Carolina), Louisville and Jefferson County (Kentucky), and Knoxville and Knox County (Tennessee). (SV)

ED 309 033 SE 050 658

*Miller, Kenton R.*
Planning National Parks for Ecodevelopment. Methods and Cases from Latin America. Volumes I and II. Reprint R073.
**Peace Corps, Washington, DC. Information Collection and Exchange Div.**
PUB DATE- Mar 89
NOTE- 680p.; Volume II was originally published in 1978. Pages with small or broken print, and some drawings, may not reproduce well.
LANGUAGE- English
EDRS Price - MF04/PC28 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Ecology; Environmental Education; *Facility Planning; Foreign Countries; *Land Use; *Natural Resources; *Parks; Planning; *Science Careers; Science Facilities; Scientific Personnel
IDENTIFIERS- *Latin America; Peace Corps

This book deals with methods for planning national parks to enable them to provide the greatest benefit to human activity. Chapters included are: (1) "A Conceptual Framework for the Management of Wildland Resources"; (2) "The Growth and Development of National Parks in Latin America"; (3) "Planning National Parks for Ecodevelopment in Latin America"; (4) "The Evolution of National Park Planning in Latin America"; (5) "A Practical Method for Park Planning"; (6) "A Practical Method for Planning National Park Systems"; (7) "The Formulation of a Strategy Plan"; (8) "Human and Institutional Capacity to Manage National Parks"; (9) "Some Guidelines from Park Management Experience in Africa"; (10) "Major Problems Facing National Park Management in Latin America"; (11) "International Cooperation and Assistance in National Park Management"; and (12) "Strategy for Regional and Global Cooperation." Appendices are inserted in each chapter, and a 22-page index has been supplied. (YP)

*Solan, Lawrence*
The Judge as Linguist: Linguistic Principles as a Rule of Law.
PUB DATE- Oct 86
NOTE- 12p.; In: Proceedings of the Annual Eastern States Conference on Linguistics (3rd, Pittsburgh, PA, October 10-11, 1986). The complete Proceedings are available from the Dept. of Linguistics, Ohio State University, Columbus.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Court Judges; Court Litigation; *Decision Making; *Evaluation Utilization; *Language Processing; Language Role; Linguistic Theory; Syntax
IDENTIFIERS- Antecedents; Connotations

The role of court judges as linguists is discussed. Linguistic issues arise in courts when lawyers attempt to convince a court that a statute, insurance policy, or contract should be interpreted as favoring their own client's interests, with respect to resolving a dispute that depends on the proper construal of a particular document. An examination of what judges say about linguistics and about their role as linguists casts some light on the judicial process. It is maintained that linguistic principles do not operate as the courts claim they do. Moreover, disputes exist even among judges in the same court about both the proper characterization of linguistic rules and their relevance to the decisionmaking process. The "last antecedent rule" is discussed in its application to a California case, "Anderson v. State Farm Mutual Automobile Insurance Co. (1969)." The linguistic processing strategies used with the "last antecedent rule" are also described, and rules governing the interpretation of "the" and "and" are reviewed. It is concluded that the use of linguistic principles can provide legitimacy to the legal system, creating the illusion of science as the basis for decision making. (DJD)

ED 308 784 HE 022 753

*Staub, Kay*
Alternative Measures for Assessing Affirmative Action Effectiveness. AIR 1989 Annual Forum Paper.
PUB DATE- May 89
NOTE- 22p.; Paper presented at the Annual Forum of the Association for Institutional Research (29th, Baltimore, MD, April 30-May 3, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Affirmative Action; Black Teachers; *College Faculty; *Equal Opportunities (Jobs); *Evaluation Criteria; Females; Higher Education; Institutional Research; Minority Groups; Tenure; Women Faculty
IDENTIFIERS- *AIR Forum

Assessments of institutional effectiveness in affirmative action tend to take either a simple, bottom-line approach (tracking number and percentage of female/minority faculty) or a sophisticated multiple regression-based approach (evaluating rank or salary equity). Either approach may obscure or overlook positive changes occurring within faculties. A multiple-criteria approach to evaluating institutional affirmative action effectiveness is recommended. A number of criteria that might be used are suggested, including: proportion of women/minorities with tenure or tenure-tracked appointments; proportion of women/minorities with full-time appointments; number of departments with female/minority representation; aggregate male-female/minority-non-minority salary difference; and average annual salary increase by race/sex. Improvements both in the level of female/minority faculty participation (representation) and in the distribution of women/minorities within the faculty should be evaluated. Contains 7 references. (Author/KM)

ED 308 893 JC 890 324

*Fryer, Thomas W., Jr.*
Servants of the Dream.
PUB DATE- 12 Jun 89
NOTE- 20p.; Paper presented at the Conference of the League for Innovation in the Community College, "Leadership 2000" (San Francisco, CA, June 11-14, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Role; Affirmative Action; *College Administration; College Faculty; *College Presidents; College Role; Community Colleges; *Leadership; Leadership Qualities; *Leadership Responsibility; *Organizational Climate; Participative Decision Making; Two Year Colleges

The ability of community colleges to effectively fulfill the important roles assigned to them by society is determined by the management and leadership provided by those in positions of authority in the institutions. As community colleges look to the year 2000, leadership is needed to renew the colleges' commitment to the ideas which animate them and to create a climate that enhances excellence and promotes learning. The climate within which the faculty and staff work is created principally by the first and middle levels of administration; administrators work within a climate created by the chief executive officer (CEO); and the climate in which the CEO works is created by the board of trustees. For leadership to thrive within such a structure, individuals in positions of authority must encourage independent initiative and evoke a spirit of commitment and community within the college. Achieving a genuine spirit of community, characterized by fundamental respect and a hard-won understanding of individual differences, will require those in leadership positions to summon the will, create the ideas and allocate the resources to overcome lingering prejudices based on color, culture, religion, sex, sexual preference, and age. Leaders must acknowledge the legitimate stake that every individual has in the institution and accord each dignity, respect, and the assurance that his/her needs and views will be taken into account. The signs of leadership appear primarily in the character of followers and in the institution's ability to achieve its most ambitious goals. (ALB)

ED 308 907 JC 890 343

*Jones, Dennis; McCarroll, Judy*
Connecticut State Technical Colleges Fact Book, 1988-89.
**Connecticut State Board of Trustees for State Technical Colleges, Hartford.**
PUB DATE- Jul 89
NOTE- 89p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Class Size; *College Faculty; College Graduates; College Transfer Students; *Educational Finance; *Enrollment; Enrollment Trends; Expenditure per Student; Full Time Equivalency; Income; Job Placement; Minority Groups; *Outcomes of Education; Student Characteristics; *Technical Institutes; Tuition; Two Year Colleges; *Two Year College Students
IDENTIFIERS- *Connecticut

Current and historical data on the Connecticut State Technical College System and its five component parts are provided in this report. Section I presents information on headcount and full-time enrollment trends by program and campus; credit and contact hours; student attrition by term; full- and part-time enrollments; and student characteristics (i.e., age, sex, ethnicity, and residence). Section II provides data on class size in lecture and laboratory classes, and a frequency distribution of course sections by class size. Section III offers data on community college faculty by college, ethnic group, sex, rank, and area of technical expertise. Graduation and placement data are presented in section IV, including degrees and certificates awarded, placement by campus, graduate employment patterns, transfer patterns, and companies employing 1988 graduates. Finally, section V presents selected financial data, including a summary of tuition and general fund expenditures, a statement of income and expenses for the educational extension fund, information on the distribution of expenditures, and eight-year comparisons of costs per student per credit per contact hour by college. (JMC)

ED 308 934 PS 018 094

*Seitz, Victoria; And Others*
Effects of Family Support Intervention on Maternal Life-Course Development.
SPONS. AGENCY- National Inst. of Child Health and Human Development (NIH), Bethesda, Md.
PUB DATE- 28 Apr 89
NOTE- 10p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Kansas City, MO, April 27-30, 1989).
GRANT- NICHHD-HD-03008
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Family Programs; Family Size; Followup Studies; *Intervention; Mothers; Parenting Skills; *Poverty; *Program Effectiveness; Program Evaluation; *Social Support Groups; Socioeconomic Status; Urban Areas
IDENTIFIERS- *Family Support

Effects of a small but intensive family support program provided to impoverished inner-city parents who had had a healthy firstborn child during the period of 1968-1970, were examined. Services were: (1) based on a clinical, family-support model; (2) individually tailored to each family; (3) provided by a team of pediatricians, social workers, psychologists, and day care workers; and (4) provided from the child's birth to 30 months postpartum. Approximately 10 years after the program ended, outcomes for mothers were examined in the areas of family size, socioeconomic status, and parenting style. When intervention and control group participants were compared, positive long-term effects of intervention were found in all three areas. The families of intervention mothers were smaller than those of control mothers. Years after the intervention had ended, intervention mothers were overwhelmingly likely to be part of a self-supporting family, either because of their own commitment to education and job training, or because they had married someone who could support them. Intervention mothers had good relationships with their children and were able to parent their children effectively. It is concluded that the results provide evidence that early, clinically based family support intervention can have long-lasting effects for care receivers. (RH)

ED 308 949 PS 018 125

*Carson, David K.; And Others*

Cognitive, Temperamental, and Family Characteristics as Predictors of Children's Adjustment to Surgery.

PUB DATE- Apr 89
NOTE- 14p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Kansas City, MO, April 27-30, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adjustment (to Environment); *Children; *Cognitive Development; Comprehension; *Family Characteristics; Hospitalized Children; *Personality; Predictor Variables; *Surgery
IDENTIFIERS- *Tonsillectomies

Findings from a study of 47 children between 3.5 and 12 years of age who received tonsillectomies at a children's hospital are presented. During a home visit before hospitalization, the child's adjustment, cognition, temperament, and family characteristics were assessed. Tonsillectomies were followed by an overnight stay at the hospital, and behavioral ratings were made during that period. One to two weeks after the child returned home, the mother again completed measures of the child's adjustment. Findings indicated that adjustment prior to hospitalization was the strongest predictor of post-surgical adjustment. However, cognitive, temperamental, and family factors were also significant predictors. Children's conceptualizations of illness and medical procedures were strongly related to general cognitive development, and more sophisticated illness conceptualizations were associated with better adjustment after surgery. Children who displayed the most positive reactions to hospitalization were temperamentally more rhythmical, i.e., had predictable, regular behavior, and tended to be more approaching to new experiences. They were also more adaptable, more positive in mood, more distractible, and had lower thresholds of responsiveness. Measures of family characteristics were less strongly associated with children's reactions to hospitalization. However, maternal anxiety, overprotection, and overindulgence were predictive of poorer adjustment. (Author)

ED 308 964 PS 018 151

Feeding the Other Half: Mothers and Children Left Out of WIC.
**Food Research and Action Center, Washington, D.C.**
SPONS. AGENCY- Ford Foundation, New York, N.Y.; Prudential Foundation, Newark, N.J.
PUB DATE- Jun 89
NOTE- 48p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Children; Eligibility; *Federal Government; Females; *Financial Support; Government Role; Infants; National Surveys; *Nutrition; Program Development; *Program Effectiveness; Public Policy; *Welfare Services
IDENTIFIERS- *Nonparticipation; Proposed Legislation; *Women Infants Children Supplemental Food Program

As of February, 1989, the Special Supplemental Food Program for Women, Infants, and Children (WIC) was serving 3.9 million people, about one-half of them eligible for the program. Although Congress has consistently voted for increases in WIC funding, and some states have increased funds, Congress has not yet provided sufficient funding to serve all who are eligible for and in need of WIC benefits. In an effort to learn more about local and state efforts to expand and improve WIC, the Food Research and Action Center surveyed state WIC directors, nutrition coordinators, and WIC advocates in all 50 states and the District of Columbia. The survey was conducted in 1988 and followed up in 1989. Questions concerned common barriers to participation and successful ways to overcome them; cost-saving methods; innovative outreach techniques; and statewide WIC organizations. Program management issues were examined. This report incorporates findings of the survey and reviews available information on: (1) the impact of participation in WIC on health and nutrition; (2) program growth; (3) who participates in WIC; (4) who is unserved and why; (5) consequences of not serving those in need; and (6) whether persons not served by WIC are served elsewhere. Policy recommendations emphasizing timely, increased federal funding for WIC are included. Appended are data tables, a petition for an assured WIC funding increase, and a list of 111 national organizations endorsing the petition. (RH)

ED 309 049 SE 050 698

*Blosser, Patricia E.*
Teaching Problem Solving--Secondary School Science. ERIC/SMEAC Science Education Digest No. 2, 1988.
**ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.**
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 88
NOTE- 4p.; For other 1988 science digests see SE 050 697-699.
AVAILABLE FROM- ERIC/SMEAC, The Ohio State University, 1200 Chambers Road, 3rd Floor, Columbus, OH 43212 ($1.00 single copy; ordered in sets by year and area, $3.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Academic Achievement; Biology; Chemistry; *Cognitive Development; Educational Development; Educational Research; *Educational Strategies; Literature Reviews; Physics; *Problem Solving; Science Activities; Science Education; Secondary Education; *Secondary School Science; Teaching Methods; Technology

Problem solving is often identified as a goal of science education. What is considered problem solving varies from teacher to teacher. The ultimate goal of problem-solving education has been identified as a means of helping students develop higher-order thinking skills. This ERIC digest focuses on problem solving in secondary school science as illustrated by research studies found in the literature for 1982-88. The digest discusses: the importance of problem solving instruction; problem solving research in biology, chemistry and physics; and implications of problem solving research for science teachers. Seventeen references are included. (CW)

ED 309 080 SE 050 736

*Hills, Catherine A.*
Improving Measurement and Geometry Skills of Students in Grades Four to Six.
**New Jersey State Dept. of Education, Trenton. Div. of General Academic Education.**
REPORT NO.- PTM-700.16
PUB DATE- 87
NOTE- 86p.
AVAILABLE FROM- New Jersey State Department of Education, Distribution Services, 225 W. State St., CN 500, Trenton, NJ 08625 ($3.75).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Elementary School Mathematics; *Geometry; Grade 4; Grade 5; Grade 6; Intermediate Grades; Mathematical Concepts; Mathematical Vocabulary; Mathematics Curriculum; Mathematics Education; *Mathematics Instruction; Mathematics Materials; *Mathematics Skills; *Measurement; Middle Schools

This guide provides instructional strategies and activities for improving measurement and geometry skills. In the introduction, the importance of measuring skills, the history of measurement, and instructional approaches are discussed, and a table matching activities with requisite skills is presented. The 16 activities include such topics as measurement, estimation, area, volume, problem solving, word problems, time, figures, patterns, angles, and circles. The activities include some or all of the following: objectives; materials; vocabulary; preparation; procedure; extension; and a worksheet. A sample lesson, two review/evaluation activities, measurement tools, templates, a sample LOGO program, and a feedback form are appended. (YP)

ED 308 727 HE 021 553

*Gladstone, Mia S.*
Mentoring: A Strategy for Learning in a Rapidly Changing Society.
**John Abbott Coll., Sainte Anne de Bellevue (Quebec).**
REPORT NO.- ISBN-2-9800816-4-7
PUB DATE- 88
NOTE- 80p.
AVAILABLE FROM- Research and Development Secretariat at John Abbott College, P.O. Box 2000, Ste. Anne de Bellevue, Quebec, H9X 3L9, Canada ($15.00).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Collegiality; Higher Education; Interpersonal Relationship; Interprofessional Relationship; Learning Strategies; *Mentors; *Role Models; Teacher Student Relationship

The hypothesis that mentoring activities are intrinsically rather than extrinsically motivated is examined. The focus is on mentoring in an educational context (career development, creative arts, and other challenging pursuits and close interpersonal relationships where mentors encourage individuals beyond their horizons). A qualitative approach was used in this study to examine the utility and significance of mentoring in learning activities. A review of literature and personal documents is provided. Six chapters discuss the following: introduction (role of mentors in society, where mentoring occurs, mentoring in education, and leadership); an overview of mentoring (motivation, characteristics of mentors, listening skills, and characteristics of mentorees); mentoring in learning situations (professors' views of mentoring, mentoring the talented and gifted, student mentors, teachers as mentors to teachers, mentoring non-traditional students, mentoring college and university students, and symbiosis in mentoring); women as mentors to women in careers (mentoring in the nursing profession, mentoring women in business); mentoring in close interpersonal relationships; and conclusion (some arguments against mentoring, rapid social change and the need for mentoring, and significance of mentoring). Workshops on mentoring are listed. Contains approximately 120 references. (SM)

ED 308 754 HE 022 528

*Harman, Grant*
The Dawkins Reconstruction of Australian Higher Education.
PUB DATE- 31 Mar 89
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Change Strategies; *Educational Change; Educational Quality; Excellence in Education; Federal Programs; Foreign Countries; Government Role; *Higher Education; National Programs; *Public Policy
IDENTIFIERS- *Australia; Dawkins (John)

Aspects of recent changes in Australian higher education are explored, with focus on the Dawkins Agenda, which is related to the current political and economic situation. Questions about the success of John Dawkins, Federal Minister for Employment, Education and Training, in regard to higher education are raised (why he has been successful and what results may last). The main elements of Dawkins reform agenda include: consolidation of institutions via amalgamation to form larger units; abolition of the binary system and replacement by a unified national system of higher education; more emphasis on fields of importance to economic recovery and growth (i.e. applied and computer science and business); and changes to governing bodies to make them more like boards of companies. The Dawkins approach with an international context fits closely with directions being followed by higher education systems in other industrialized western nations. In 18 months, John Dawkins has made impressive progress toward his goals. The binary system is officially gone, several institutions have been part of mergers, and new growth is being funded at improved rates per student unit. Dawkins is putting renewed energy into achieving his objectives, and he has gained cooperation of the relevant Ministers in the two largest states. Relations between the federal government and the higher education community remain important, and the Dawkins reform agenda has secured strong support, though there is evidence of a change of mood. Contains 14 references. (SM)

ED 308 824 IR 013 884

*Knupfer, Nancy Nelson*
The Relationship between Elementary Teachers' Psychological Types and Their Uses of Educational Computing.
PUB DATE- Feb 89
NOTE- 20p.; In: Proceedings of Selected Research Papers presented at the Annual Meeting of the Association for Educational Communications and Technology (Dallas, TX, February 1-5, 1989). For the complete proceedings, see IR 013 865.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adoption (Ideas); Change Strategies; *Computer Assisted Instruction; Elementary Education; *Elementary School Teachers; Evaluative Thinking; Inservice Teacher Education; Interviews; *Psychological Characteristics; Psychological Testing; *Teacher Attitudes; Use Studies
IDENTIFIERS- *Myers Briggs Type Indicator

One step toward promotion of equitable educational computing is to provide teacher education based on a better understanding of the machine/human interface, including the dynamics of teachers' decision-making about computer use. To test this notion, a study was conducted to investigate the relationship between elementary teachers' "psychological types" and their uses of instructional computing. The null hypothesis--that there is no relationship between these "types" and teachers' reactions to instructional computing--was tested. Subjects were 60 elementary school teachers who taught on a full-time basis across the general curriculum in three schools with the same socioeconomic population of students. The Myers-Briggs Type Indicator (MBTI)--a questionnaire used widely in counselling, psychology, and education to determine "psychological type" (extroversion/introversion; sensing/intuition; thinking/feeling; judging/perceptive)--was administered to all participants. Chi-square statistics revealed a significant relationship between specific MBTI dyads and several dependent variables: i.e., the amount of training teachers had taken through district-supported classes; feelings of adequacy of training; whether or not the principal encouraged computer use; factors which make it difficult to use instructional computing; and opinions about the quality of available software. Another important finding was that the school principal appeared to be the most influential person in determining how computers were used in each school. A discussion of ways in which to better involve the different "psychological types" in instructional computing concludes the paper. (27 references) (CGD)

ED 308 837 IR 013 897

*Ross, Steven M.; And Others*
The Apple Classroom of Tomorrow Program with At-Risk Students.
PUB DATE- Feb 89
NOTE- 9p.; In: Proceedings of Selected Research Papers presented at the Annual Meeting of the Association for Educational Communications and Technology (Dallas, TX, February 1-5, 1989). For the complete proceedings, see IR 013 865.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Blacks; *Computer Assisted Instruction; Courseware; *Electronic Mail; Elementary Education; Feedback; Formative Evaluation; Graduate Students; Media Research; Microcomputers; Standardized Tests; Summative Evaluation; *Tutors
IDENTIFIERS- *Apple Classroom of Tomorrow; Apple Macintosh

The purpose of the Apple Classroom of Tomorrow (ACOT) is to establish a saturated computer environment both to supplement conventional instruction with computer-based instruction and to teach applicants skills to facilitate performance of school tasks. Seemingly, the most powerful intervention is the pairing of each student with a personal tutor. The tutor leaves assignments and writes messages and feedback over an electronic Bulletin Board System (BBS) accessed by modem. This study, which focused on the BBS tutoring component, involved 120 fifth- and sixth-grade ACOT students and their parents, teachers, and tutors, who typically had little or no computer experience. Volunteer tutors were solicited from the Master of Arts in Teaching Program at Memphis State University, and the host system was a 512 Macintosh with a 20 megabyte hard drive disk and an Apple Personal Modem. The research orientation included formative evaluation of instructional materials and methods to determine how they were working and to identify any needed refinements; and summative evaluation to examine end-of-year outcomes on a variety of performance and affective variables. The findings revealed that the performance of ACOT students was superior to that of controls on standardized achievement tests in reading and math, as well as in certain aspects of writing; girls used the BBS more than boys; most students developed considerable proficiency at keyboarding over the school year; and tutors generally regarded their activities as beneficial to them personally and to the tutees. Future studies will, however, monitor standardized test performance more closely. (12 references) (CGD)

ED 308 850 IR 013 910

*Wedman, John F.; Smith, Patricia L.*
An Examination of Two Approaches To Organizing Instruction.
PUB DATE- Feb 89
NOTE- 11p.; In: Proceedings of Selected Research Papers presented at the Annual Meeting of the Association for Educational Communications and Technology (Dallas, TX, February 1-5, 1989). For the complete proceedings, see IR 013 865.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Analysis of Variance; *Cognitive Style; College Students; Cost Effectiveness; Higher Education; *Instructional Design; *Instructional Effectiveness; *Intermode Differences; Photography; *Recall (Psychology)
IDENTIFIERS- *Elaboration Theory; *Learning Hierarchies

The purpose of this study was to examine the effects of instruction that is organized in two alternative formats--hierarchical (Gagne, 1962) and elaborated (Reigeluth, 1979)--on learner's recall and application of content-specific principles. Sixty-nine college juniors and seniors enrolled in an education media production course studied one of two versions of instructional text dealing with photography-related principles. One version was organized using learning hierarchy prescriptions; the other using elaboration theory prescriptions. No statistically significant differences were found between the two treatment groups. However, the hierarchical version of the materials was considerably shorter and took less time to complete, thus raising questions about the efficiency and cost-effectiveness of instruction designed following elaboration theory prescriptions. Results of the data analyses are displayed in three tables. (6 references) (Author/CGD)

ED 308 865 IR 052 816

## Education Practicum 251: Student Workbook.

**Alberta Univ., Edmonton. Herbert T. Coutts Library.**

PUB DATE- Jan 89
NOTE- 43p.; Answer keys A-D are included.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Academic Libraries; Curriculum Guides; *Education Courses; Elementary Secondary Education; Foreign Countries; Higher Education; Individualized Instruction; *Lesson Plans; *Library Instruction; Online Catalogs; Reference Materials; *Research Skills; Workbooks
IDENTIFIERS- University of Alberta (Canada)

This self-instructional workbook, used at the University of Alberta, is designed to teach basic research skills for locating and using library resources in the field of education. Following a brief statement of purpose, the second section discusses information needs and the library. Term paper research is addressed in the third section, which covers defining the topic, finding background information using reference sources, finding books using the online catalog, finding periodicals using indexes, finding research reports using ERIC/Resources in Education, and compiling a bibliography. The next section discusses research for developing lesson plans--choosing a topic and using the Alberta Program of Studies, curriculum guides, Buyers Guide, and other resources. In the fifth section, topics related to borrowing library materials are considered--loan periods, fines, reserves/recalls/searches, reserve room, and items-on-loan microfiche. Questions for an assignment to be turned in for grading after the student has completed the workbook are included in appropriate places in the text. Library floor plans, a workbook evaluation form, and answer keys are included. (MES)

ED 308 920                                        JC 890 357

*Cohen, Arthur M.*
The Case for the Community Colleges.
**ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.**
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Aug 89
NOTE- 35p.
CONTRACT- RI-88-062002
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Associate Degrees; College Role; College Transfer Students; *Community Colleges; *Educational Benefits; Educational History; Educational Mobility; Job Training; *Minority Groups; *Outcomes of Education; *Transfer Programs; Two Year Colleges; *Vocational Education

This paper traces the development of community colleges, analyzes their curricular functions, and discusses their contributions to the American educational system. First, several hypotheses accounting for the rise of the community college in America are summarized, including those pointing to a conspiracy of the elite, a populist alliance, and a clique of professional educators. A profile is then provided of community colleges, their students, and the forces forming the unique character of two-year colleges. The next section looks at occupational studies in the community college curriculum, focusing on two-year college students' job-related educational goals, trends in enrollments and degree awards, charges of ethnic bias in tracking students into occupational programs, high dropout rates, vocational education programs as a stepping stone to the baccalaureate, and the organization of career education as a separate curricular track. The transfer function is discussed in the next section in terms of the lack of reliable data on transfer rates, reasons for the low rates, factors influencing student progress toward the baccalaureate, aids to transfer, and statewide efforts to promote articulation. In the next section, the contributions of the community colleges are reviewed. The final sections look at the rate of return on students' investment in a community college education, college contributions to individual mobility, and the special effects of community colleges on minorities. Includes 46 references. (ALB)

ED 308 979 PS 018 177

*Marshall, Nancy*

Infant Child Care in Massachusetts: Results of a 1987 Survey. Working Paper No. 180.

**Wellesley Coll., Mass. Center for Research on Women.**
SPONS. AGENCY- Massachusetts State Office for Children, Boston.
PUB DATE- 88
NOTE- 11p.
AVAILABLE FROM- Wellesley College Center for Research on Women, Wellesley, MA 02181 ($3.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Child Caregivers; *Day Care; *Delivery Systems; Early Childhood Education; *Employed Parents; *Infants; Mothers; *Needs; Social Differences; State Surveys; Work Attitudes
IDENTIFIERS- *Infant Care; Massachusetts

This paper contributes to the debate on whether day care is harmful or beneficial to infants by describing some of the realities of child care for infants in Massachusetts circa 1987. Randomly sampled were 750 Massachusetts families with children under 13. Respondents were interviewed by phone about child care arrangements and family demographics. Respondents were statistically representative of all families in the state that had at least one child under the age of 13. Interviewed families had a total of 1,281 children; of these, 252 were infants up to 2 years old. These 252 infants statistically represented the population of infants in the state in 1987. Findings concern: (1) maternal employment and child care; (2) hours of care; (3) the unmet need for infant child care; (4) patterns of infant care; and (5) variations in the use of infant child care. Data revealed that both maternal employment and regular child care were the norm for older infants in Massachusetts in 1987, and were a common occurrence for infants up to 12 months of age. Almost half of infants' mothers were employed in the first year of the infant's life; over half were employed in the second year. Families with employed parents used several techniques to manage employment and child care. Married women were as likely as single mothers to use child care. Social class differences were found in the types of child care used. (RH)

ED 309 065 SE 050 718

*Kelly, P. J., Ed.*

Field Work in Ecology for Secondary Schools in Tropical Countries. Science and Technology Education Document Series No. 30.

**United Nations Educational, Scientific, and Cultural Organization, Paris (France). Div. of Science, Technical and Environmental Education.**
REPORT NO.- ED-88/WS/47
PUB DATE- 88
NOTE- 278p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Biological Sciences; Conservation (Environment); Developing Nations; Ecology; *Environmental Education; *Field Studies; Instructional Materials; Laboratory Equipment; Laboratory Procedures; Natural Resources; *Science Activities; *Science and Society; Science Experiments; Secondary Education; *Secondary School Science; Teaching Methods; Technology

One of the important aims of good biology teaching should be to encourage some basic understanding and appreciation of ecology. This understanding should include not only the scientific basis of ecology, but also its application for human welfare and, in particular, for rational exploitation and management of the natural environment and resources. Many of the problems faced by humanity are basically of an ecological nature: over-population; food production; deterioration of habitats; and pollution of air, water and soil. Thus, to make appropriate decisions related to aspects of human needs such as housing, agriculture, deforestation, industry, etc., an understanding of the scientific process of ecology is essential. It is to promote this understanding among biology teachers and their students that this document has been designed, with focus on simple experimental techniques in the field. The suggested projects or activities cover a variety of habitats, and individual species or their populations in tropical countries. Exercises include: (1) objectives; (2) curriculum links; (3) students' background; (4) students' preparation; (5) equipment; (6) methods; (7) teaching hints; and (8) follow-up. (Author/CW)

ED 308 696 FL 018 040

*Katchen, Johanna E.*
A Public Speaking Course for EFL.
PUB DATE- 11 Mar 89
NOTE- 19p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (23rd, San Antonio, TX, March 7-11, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Class Activities; College Students; Contrastive Linguistics; Course Descriptions; Educational Objectives; *English (Second Language); Foreign Countries; Higher Education; Language Skills; Nonverbal Communication; *Persuasive Discourse; *Public Speaking; *Rhetorical Invention; Second Language Instruction; Skill Development
IDENTIFIERS- National Tsing Hua University (Taiwan)

The outline of a 2-hour-per-week public speaking course developed over the past 3 years for sophomore English language majors at National Tsing Hua University, Taiwan, is described. The course is built around rhetorical modes, with informative speaking (e.g., process and comparison/contrast), the focus of the first semester and persuasive speaking (e.g., cause/effect analysis and proposals), the focus of the second semester. Goals include: (1) helping university students gain more mature critical and argumentation skills, (2) teaching students how to organize material according to American rhetorical patterns, (3) advancing students' English language skills, and (4) developing students' nonverbal presentation skills. Rationale for the course outline is given, and evidence from studies in contrastive rhetoric is presented. In addition, suggestions for classroom activities are presented. (Author/DJD)

ED 308 769 HE 022 738

*Kinnick, Mary K.; Ricks, Mary F.*

The Urban Public University in the United States: An Analysis of Change, 1977-1987. AIR 1989 Annual Forum Paper.

PUB DATE- May 89

NOTE- 28p.; Paper presented at the Annual Forum of the Association for Institutional Research (29th, Baltimore, MD, April 30-May 3, 1989).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- College Planning; College Programs; Economic Change; *Educational Change; *Enrollment Trends; Graduate Study; Higher Education; *Institutional Characteristics; Institutional Research; Minority Groups; *Public Colleges; Urban Demography; *Urban Universities

IDENTIFIERS- *AIR Forum

Two surveys of urban public universities, conducted in 1978 and 1987, provide a rich database for analyzing and explaining change in these institutions over a 10-year period. Continuing an analysis of trends and conditions begun in 1987, data from a sample of urban universities are compared to those for higher education in general. Local demographic data an economic conditions are examined as possible causes of change or stability over the 10-year period. Results are discussed as they relate to access, enrollments, evening and weekend programs, minority participation, tuition and fees, graduate programs, graduate degrees, doctoral programs, and expenditures for research. Contains 12 references. (Author/KM)

ED 308 798 HE 022 876

*Lindsay, Alan W.; Neumann, Ruth T.*
The Challenge for Research in Higher Education. Harmonizing Excellence and Utility. ASHE-ERIC Higher Education Report No. 8, 1988.
**Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.**
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- ISBN-0-913317-52-7
PUB DATE- 88
NOTE- 120p.
AVAILABLE FROM- ASHE-ERIC Higher Education Reports, The George Washington University, One Dupont Circle, Suite 630, Dept RC, Washington, DC 20036-1183 ($15.00).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Information Analysis/State-of-the-Art Materials (070) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Educational Quality; *Educational Researchers;

Excellence in Education; Financial Support; Fund Raising; Postsecondary Education; *Research; Research Administration

This study examines the changing notions of excellence and utility and their influence on the purposes and culture of higher education. A conceptual framework is developed that harmonizes the conflicting forces that drive the research effort. Eight sections include: introduction (the legacy of expansion, research under pressure, trends in funding research, and concerns about current directions in policy); excellence and utility: a first encounter (changing notions of excellence and utility and philosophical justifications of higher education); excellence and utility in historical perspective (the medieval university, the modern university, and development of the role of service); the role of research in higher education (general characteristics of university research, the notion of research: its scope and orientation, research and its nexus with teaching); excellence and utility in harmony and conflict (the relationship between excellence and utility, the question of standards, excellence in what, and narrowing of excellence and utility); excellence and utility in funding research (conflict in the process of funding research, funding research: national priorities or peer review, and evaluating research); pressures on the teaching role (the teaching-research nexus and doctoral education); and summary and conclusions (notions of excellence and utility, problems of the narrow notions of excellence and utility, the way forward, and summary of recommendations). The 14 recommendations cover: a broad view of research, broadened panel membership, reward structure, collegiality, and a pool of researchers. Contains approximately 160 references. (SM)

ED 308 811 IR 013 871

*Christensen, Dean L.; Tennyson, Robert D.*
Educational Technology: Integration?
PUB DATE- Feb 89
NOTE- 10p.; In: Proceedings of Selected Research Papers presented at the Annual Meeting of the Association for Educational Communications and Technology (Dallas, TX, February 1-5, 1989). For the complete proceedings, see IR 013 865.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Artificial Intelligence; Cognitive Processes; *Computer Assisted Instruction; *Educational Technology; Microcomputers; Programing Languages
IDENTIFIERS- *Minnesota Adaptive Instructional System

This paper presents a perspective of the current state of technology-assisted instruction integrating computer language, artificial intelligence (AI), and a review of cognitive science applied to instruction. The following topics are briefly discussed: (1) the language of instructional technology, i.e., programming languages, including authoring systems; (2) technology assisted instruction using AI, including the formal study of AI in computer science and current applications of AI in education, industry, and high-technology fields; (3) AI principles applied to instruction, including the three components of the operational functions of an AI system, i.e., expertise module, student-model module, and tutoring module; and (4) a cognitive science paradigm applied to instruction, including computer based instructional (CBI) characteristics of systems that exhibit elements of machine intelligence and the development and characteristics of the MAIS (Minnesota Adaptive Instructional System). (22 references) (CGD)

ED 309 006 RC 017 130

*Horsley, Don*
Vermont State Department of Education Database Project.
**Regional Laboratory for Educational Improvement of the Northeast & Islands, Andover, MA.**
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 89
NOTE- 13p.
CONTRACT- 400-86-005
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Database Design; *Databases; Data Collection; Elementary Secondary Education; *Information Retrieval; *Information Storage; Problems; Rural Areas; Rural Education; Rural Schools
IDENTIFIERS- *Vermont; Vermont State Department of Education

This paper describes the organization, implementation, and outcomes of a joint effort between the Regional Laboratory for Educational Improvement of the Northeast and Islands and the Vermont State Department of Education's Database Project. In 1987, the Laboratory proposed a feasibility study to examine the means and costs of accessing comprehensive sets of data regarding rural schooling within a single state. Vermont was selected as the study site because the Vermont Legislature had included a mandate and funding for the development of a unified educational database. The Laboratory's Rural Initiative proposal specified two objectives related to Vermont's development of a statewide database: (1) to observe and document the challenges faced by Vermont in its effort to create the database to better understand the nature of challenges that other rural states will face as they mount similar efforts, and to identify the kinds of assistance that seem most helpful; and (2) to assist in solving problems and finding solutions throughout the development process. The plan called for a 6 month effort, July through December, 1987, to identify current data elements in 4 categories (student, staff, school, and district) and to specify hardware and software requirements. Implementation of the unified database began in January, 1988. Results of the initiative and the problems encountered are reported, as well as the "on-hold" status of the project as of August, 1988. (ALL)

ED 309 034 SE 050 660

*Saunier, Richard E., Comp.*
Glossary of Environmental Terms. Spanish-English, English-Spanish. Appropriate Technologies for Development.
**Peace Corps, Washington, DC. Information Collection and Exchange Div.**
REPORT NO.- ICE-R-17
PUB DATE- Sep 84
NOTE- 391p.; Reprint.
LANGUAGE- English; Spanish
EDRS Price - MF01/PC16 Plus Postage.
PUB TYPE- Reference Materials - Vocabularies/Classifications (134) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Dictionaries; *English; *Environment; Environmental Education; *Glossaries; *Science Careers; Scientific Personnel; *Spanish; Vocabulary

For Peace Corps volunteers and others working in countries which speak an unfamiliar language, the problems of communication can be enormous and embarrassing. This guide is designed to help avoid some of these problems. Common, local names for a variety of terms have been omitted because of the large number of Latin American dialects. The 4,300 terms listed appear in two glossaries; one is in English-Spanish and the other is Spanish-English. It is hoped that glossaries such as this will help to alleviate instructional problems in the field for Peace Corps volunteers and others in Latin America as they teach environmental concepts to those who need the knowledge. (CW)

ED 308 712 FL 018 075

*Valimaa-Blum, Riitta*
Finnish Vowel Harmony as a Prescriptive and Descriptive Rule: An Autosegmental Account.
PUB DATE- Oct 86
NOTE- 14p.; In: Proceedings of the Annual Eastern States Conference on Linguistics (3rd, Pittsburgh, PA, October 10-11, 1986). The complete Proceedings are available from the Dept. of Linguistics, Ohio State University, Columbus.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Finnish; Language Research; *Morphology (Languages); *Phonology; Structural Analysis (Linguistics); Uncommonly Taught Languages; *Vowels
IDENTIFIERS- Segmentals (Phonology); *Vowel Harmony

It is proposed in this paper that there are two rules involved in Finnish vowel harmony--prescriptive and descriptive. The prescriptive rule requires a back vowel in the suffix whenever there is a back vowel in the root; the descriptive rule lets the value of the last non-neutral vowel spread to the suffix and additionally involves an analysis of long loan words into prosodic compounds. In the autosegmental framework, the former rule treats all front vowels as neutral in the harmonic process while the later follows the "native line" and there are only two neutral vowels. The neutral vowels get their front value by segmental prespecification. The suffix vowels left unspecified after spreading have their front-value by a late default rule. This default rule is supported by the fact that epenthetic vowels in Finnish are -back . It has been suggested that consonant gradation in Finnish has become semasiologized as it has divided the lexicon into strata characterized by specific functional-stylistic valencies. It is concluded that the two vowel harmony rules have done the same; they divide the lexicon in two, and the alternating cases codify socially significant information. (DJD)

ED 308 741 HE 022 506

DOD Health Care. Extent to which Military Physicians Perform Administrative Tasks. Report to the Chairman, Committee on Government Operations, House of Representatives.

**General Accounting Office, Washington, D.C. Div. of Human Resources.**

REPORT NO.- GAO/HRD-89-53
PUB DATE- Feb 89
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Administrative Problems; *Employee Responsibility; Higher Education; Military Organizations; *Military Personnel; *Physicians

A review was conducted of what the military services have done to determine the extent to which military physicians perform routine administrative and clerical tasks, and what the services have done to solve the problem. It was found that there is general agreement within the Department of Defense (DOD) and the military services that physicians are performing clerical and administrative tasks and that this detracts from clinical practice time and adversely affects physician productivity. Although the full extent of the administrative support problem and its effects are unknown, DOD health care professionals generally agree that it is a serious matter requiring priority attention. Each service has initiated or planned various actions to address the issue, but the impact of these actions may not be felt for a long time. The following topics are included: (1) background, objectives, scope and methodology of the review; (2) DOD and the services recognize the problem; (3) services' attempts to define the problem (Army, Navy, and Air Force); (4) DOD efforts to deal with the administrative support issue; and (5) conclusion. It is noted that providing adequate staff support could be a long-term project requiring multi-year budgetary commitments as well as monitoring to ensure effective implementation. (KM)

ED 308 785 HE 022 754

*Gratton, Margaret; Walleri, R. Dan*
Determining Faculty Perceived Needs for Professional Development: An Action Research Model. AIR 1989 Annual Forum Paper.

PUB DATE- May 89
NOTE- 25p.; Paper presented at the Annual Forum of the Association for Institutional Research (29th, Baltimore, MD, April 30-May 3, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Faculty; Community Colleges; Faculty College Relationship; *Faculty Development; Inservice Teacher Education; Institutional Research; Professional Continuing Education; *Professional Development; Sabbatical Leaves; School Surveys; *Teacher Attitudes; Two Year Colleges
IDENTIFIERS- *AIR Forum; Mount Hood Community College OR

To determine the perceived needs among faculty for professional development, a survey was conducted of 165 faculty in 13 divisions. Questionnaires were returned by 129, or 78% with over 50% responding from each division. Among the results were the following: (1) the most widely used (93%) professional development resources, inservice sessions, was rated the least beneficial (mean rating of 2.55); (2) all other professional development activities supported by the college (conferences, post-graduate work, wellness program, sabbaticals, etc.) were perceived as beneficial but had high variance in utilization; (3) respondents reported low frequency of interaction with others as a resource for professional development; and (4) concerns were expressed about money, time and administrative support. Contains 12 references. (KM)

ED 308 881 IR 052 948

*Weller, Carolyn R., Ed.; Brandhorst, Ted, Ed.*
ERIC Clearinghouse Publications, 1988. An Annotated Bibliography of Information Analysis Products and Other Major Publications of the ERIC Clearinghouses, January-December 1988.
**ERIC Processing and Reference Facility, Rockville, MD.**
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Aug 89
NOTE- 99p.; For the listing of 1987 publications, see ED 295 685.
CONTRACT- RI89002001
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reference Materials - Bibliographies (131) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Abstracts; Annotated Bibliographies; *Clearinghouses; *Education; Educational Research; Federal Programs; Literature Reviews; *Publications; *Resource Materials; *State of the Art Reviews
IDENTIFIERS- *Educational Information; *ERIC

This annotated bibliography provides citations, abstracts, and indexes for the 284 publications produced by the 16 Educational Resources Information Center (ERIC) Clearinghouses in 1988. These publications consist of digests, bibliographies, state of the art reviews, and information syntheses of various types. An introduction describes the ERIC system, clearinghouse publications, the organization of this bibliography, and the availability of clearinghouse publications. A statistical summary by year (1968-1988) shows the number of publications included for each clearinghouse in the series of which this bibliography is the most recent. Document resumes are provided from the following clearinghouses: (1) Adult, Career, and Vocational Education; (2) Counseling and Personnel Services; (3) Reading and Communication Skills; (4) Educational Management; (5) Handicapped and Gifted Children; (6) Languages and Linguistics; (7) Higher Education; (8) Information Resources; (9) Junior Colleges; (10) Elementary and Early Childhood Education; (11) Rural Education and Small Schools; (12) Science, Mathematics, and Environmental Education; (13) Social Studies/Social Science Education; (14) Teacher Education; (15) Tests, Measurement, and Evaluation; and (16) Urban Education. Indexes by subject, author, and institution are provided. A directory of ERIC system components with addresses, telephone numbers, and brief descriptions of the clearinghouse scope areas is also provided, as well as a form for ordering microfiche or paper copy of ERIC Clearinghouse publications from the ERIC Document Reproduction Service. (MES)

ED 308 950 PS 018 126

*French, Lucia; Pak, Meesook*

Questioning in Two Play Contexts: Mothers and Children Directing One Another.

SPONS. AGENCY- National Academy of Education, Syracuse, N.Y.; Spencer Foundation, Chicago, Ill.
PUB DATE- Jun 89
NOTE- 24p.; Paper presented at the Annual Symposium of the Jean Piaget Society (19th, Philadelphia, PA, June 1989).

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communication Research; *Females; *Mothers; *Parent Child Relationship; *Play; *Toddlers
IDENTIFIERS- *Context Effect; First Born; *Question Types

This study investigated questions asked during two types of mother-child interaction and demonstrated ways in which mother-child dyads may structure their interactions differently in different settings. Participants were 16 first-born girls between 2.5 and 3.5 years of age who were videotaped on four occasions when they played in their home for 15 minutes. They played twice with their mother and twice with a peer. With each partner, they played once with a child-sized model kitchen, and once with an assortment of age-appropriate toys which had been selected so as not to explicitly suggest themes for dramatic play. Findings on data from the two conditions in which mothers participated indicated that differences in mothers' questioning style could be interpreted in terms of the type of play sparked by the play contexts. In the model kitchen, mothers encouraged children to take the initiative; when children did so, mothers were responsive and supportive participants, taking on roles reciprocal to those taken by the children, and making requests that allowed children to enact their roles more completely. With the assorted toys, children were frequently quite dependent on mothers; mothers responded to dependence by asking questions that directed children's activities and led them to deal successfully with demands posed by the shape box and other toys. Tables and figures are supplied. (RH)

ED 308 965 PS 018 152

*Kotch, Jonathan; Shackelford, Jo*
The Nutritional Status of Low-Income Preschool Children in the United States: A Review of the Literature.
**Food Research and Action Center, Washington, D.C.**
SPONS. AGENCY- Ford Foundation, New York, N.Y.

PUB DATE- Jun 89
NOTE- 75p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Behavior Problems; Diseases; *High Risk Persons; *Individual Development; Literature Reviews; *Low Income Groups; *Nutrition; *Preschool Children; Program Effectiveness; Surveys

This review of the nutritional status of low-income preschool children in the United States discusses the topic in historical perspective and details current knowledge of the nutritional status of preschoolers. Discussion first focuses on the National Health and Nutrition Examination Survey II of 1976-80, and then turns to the National Food Consumption Survey of 1985 and studies of special subpopulations and of hospitalized children. Consequences of adverse nutritional status are discussed in terms of growth, health, malnutrition and infection, cognitive development, and obesity. Particular attention is given to iron deficiency. Subsequent discussion points out that nutritional status is clearly related to income. Poor children were observed to have poorer dietary intakes not in terms of the relative quality of their diets, but in terms of quantity. Other observations from five surveys revealed inadequate calcium, zinc, and vitamin A and C intakes among poor people in general and blacks in particular, and inadequate iron intakes for all income groups, particularly among blacks. Although the studies reviewed did not directly address program effects, articles that described improved nutrition status associated with participation in food programs were found. Approximately 150 references are cited. (RH)

*Barreiro, Jose, Ed.*
Indian Roots of American Democracy. Cultural Encounter I. Special Constitution Bicentennial Edition, 1988.
**Cornell Univ., Ithaca, N.Y.**
PUB DATE- 88
NOTE- 91p.; Edited presentations from the Iroquios Great Law of Peace and the United States Constitution Conference (Ithaca, NY, September 11-12, 1987) and from the Hearing before the Select Committee on Indian Affairs, United States Senate, One Hundredth Congress, First Session, on Senate Concurrent Resolution S.76 to acknowledge the contribution of the Iroquois Confederacy of Nations to the development of the United States Constitution and to reaffirm the continuing government-to-government relationship between Indian tribes and the United States established in the Constitution (December 2, 1987).
AVAILABLE FROM- American Indian Program, Northeast Indian Quarterly, 400 Caldwell Hall, Cornell University, Ithaca, NY 14853 ($10.00 plus $2.00 shipping, over 10, 40% discount).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Historical Materials (060) Collected Works - Serials (022)
DESCRIPTORS- *American Indian History; American Indians; American Indian Studies; Colonial History (United States); Conferences; *Constitutional History; *Democracy; *Federal Indian Relationship; Governance; Hearings; *Oral History; Revolutionary War (United States)
IDENTIFIERS- *Iroquois Confederacy; *United States Constitution

A memory told and retold among Haudenosaunee traditional (Iroquois or Six Nations people, including the Mohawk, Oneida, Onondaga, Cayuga, Seneca, and Tuscarora) holds that in the formative days of the American republic, statesmen from the still powerful Indian Confederacy informed prominent colonists and some founding fathers on Indian concepts of democracy. The claim is based on the undisputed existence of a comprehensive aboriginal constitution, the Great Law of Peace, which is the guiding framework from the Haudenosaunee. Cornell University's American Indian Program sought to explore the historical reality of that Indian oral memory. The resulting conference of scholars, researchers, and culture bearing people from Iroquois communities focused on the legacy and influence of the Iroquois Great Law of Peace and other Indian constructs on the U.S. Constitution and the general American philosophy of governance. A secondary focus involved the validity of oral tradition, its accuracy and dependability, and how it compares to the written tradition of the West. This volume contains edited materials from the Cornell conference, as well as related testimony from a hearing before the Senate Select Committee on Indian Affairs. It includes presentations by 15 chiefs, elders, tribal orators, and scholars, as well as background materials on the Peace Queen and origins of matriarchal influence in the Confederacy. Appendices contain a glossary and the text of Senate Concurrent Resolution 76 to acknowledge the contribution of the Iroquois Confederacy of Nations to the U.S. Constitution and to reaffirm the government-to-government relationship between Indian tribes and the United States. (SV)

ED 309 020 RC 017 149

Utah Migrant Education Annual Summer Evaluation Report, 1988.
**Utah State Office of Education, Salt Lake City.**
PUB DATE- 88
NOTE- 64p.; For 1987 report, see ED 296 850.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Reports - Descriptive (Program/Project Descriptions) (141) Numerical/Quantitative Data (110)
DESCRIPTORS- Achievement Gains; Elementary Secondary Education; English (Second Language); Migrant Children; *Migrant Education;

*Migrant Programs; Migrant Youth; Outreach Programs; Pretests Posttests; Program Evaluation; Public Schools; Student Records; Student Recruitment; *Summer Programs
IDENTIFIERS- *Migrant Education Program; Migrant Student Record Transfer System; *Utah; Wide Range Achievement Test

Utah's migrant education program provided educational services to 1,027 K-12 students in programs at 10 sites during the summer of 1988. Nine of the programs were conducted in the summer only and one was conducted year round. Programs ranged in duration from 28 to 50 days. Students were provided with academic basics as well as cultural, vocational, and recreational activities. Health services were also provided, together with nutrition, activities to nurture, self-actualization, and other services designed to help students to assimilate into their communities. The Wide Range Achievement Test, Revised (WRAT-R) was administered as a pre- and post-treatment measure. Results were reported for 404 students who were present for both the pre- and post-tests. Spelling and reading improved nonsignificantly, but significant achievement was reported in arithmetic. Records of children enrolled in the programs were entered into the Migrant Student Record Transfer System, a national computer network facilitating the transfer of migrant student records. On-site evaluations are included in this report, summarizing the observations, findings, and recommendations for each program location made by the monitoring teams. Demographic information and test results are listed in 20 tables. (ALL)

ED 309 050 SE 050 699

*Helgeson, Stanley L.*
Microcomputers in the Science Classroom. ERIC/SMEAC Science Education Digest No. 3, 1988.
**ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.**
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 88

NOTE- 4p.; For other 1988 science digests see SE 050 697-698.
AVAILABLE FROM- ERIC/SMEAC, The Ohio State University, 1200 Chambers Road, 3rd Floor, Columbus, OH 43212 ($1.00 single copy; ordered in sets by year and area, $3.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Computer Assisted Instruction; Computer Graphics; Computer Oriented Programs; Computer Simulation; *Computer Uses in Education; Elementary Secondary Education; *Laboratories; *Microcomputers; *Science Activities; Science Curriculum; Science Equipment; Science Experiments; *Science Instruction; Secondary Education; Secondary School Science; Sex Differences; Student Attitudes

This ERIC Digest presents a brief description of some applications and findings of the microcomputer in science classrooms. It is suggested that microcomputer simulations are at least as effective as hands-on experiences for some cognitive outcomes and may in fact enhance these outcomes when the simulations are sequenced to follow hands-on instruction. Skills such as graphing appear to be positively influenced by microcomputer-based experiences, although the apparently critical nature of a delay between the input of data and its corresponding graphic display should be noted. While sex difference in achievement may not have been eliminated by the use of the microcomputer, instances of equal performance have been noted. In the affective domain, both student attitudes and interest seem to be positive regarding the use of microcomputers in science instruction. Includes 10 references. (MVL)

ED 309 081 SE 050 737

*Fensham, Peter, Ed.*
Development and Dilemmas in Science Education.
REPORT NO.- ISBN-1-85000-351-3
PUB DATE- 88

NOTE- 334p.; Drawings and tables may not reproduce well.
AVAILABLE FROM- Taylor & Francis, Inc., 1900 Frost Rd., Suite 101, Bristol, PA 19007 ($25.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Comparative Education; *Elementary School Science; Elementary Secondary Education; Epistemology; Foreign Countries; International Cooperation; Learning Theories; Physical Sciences; *Science and Society; Science Curriculum; *Science Education; *Science Education History; Science Instruction; Science Programs; *Secondary School Science; Teaching Methods; Technology

This book, written by science educators from nine countries, provides a summary of the strengths and weaknesses in practices of science education in schools, and of research in science education. It points out a number of directions that are likely to lead to improvements in the teaching and learning of science if applied in the future. Topics discussed include: (1) the history of science education reform from an international perspective; (2) the epistemology of science education; (3) science teaching; (4) how children learn; (5) primary school science; (6) constructivism and science education; (7) language; (8) the role of laboratories in science education; (9) gender issues in science education; and (10) science, technology, and society. (CW)

ED 308 755 HE 022 529

*Harman, Grant*

Increased Government Intervention versus Increased Institutional Autonomy: The Recent Case of Australian Higher Education.

PUB DATE- 31 Mar 89

NOTE- 10p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Administrative Change; *Centralization; Change Strategies; *Decentralization; Educational Change; Foreign Countries; Government Role; *Government School Relationship; *Higher Education; Institutional Autonomy; Organizational Change; Public Policy; School Organization; State Programs; State Schools

IDENTIFIERS- *Australia; Dawkins (John)

A new theme in the old tension between centralization and decentralization in the governance and administration of Australian higher education is explored. The argument is that the various major attempts to restructure Australian education systems both in centralizing and decentralizing forces have gained new strength, and that the recent stated policies of ministers and governments for increased decentralization often have been largely unsuccessful because of the strength of new centralizing forces, often not anticipated or perhaps properly understood even by key policymakers themselves. The result is often considerable frustration and disappointment. A theoretical look is taken at the terms of centralization and decentralization and related concepts. Centralization and decentralization in relation to the various major attempts of the past decade to restructure state school systems are discussed. Themes of centralization and decentralization in relation to recent attempts by the Federal Minister for Employment, Education, and Training (John Dawkins) to restructure Australian higher education are explored. It is suggested that a new theory to explain why the forces of centralization are strong is needed. Such a theory would take into account new currents within the education sector and forces which derive from major social and political changes outside. Contains 13 references. (SM)

ED 308 851 IR 013 911

*Yao, Katy*

Factor Related to the Skipping of Subordinate Skills in Gagne's Learning Hierarchies.

PUB DATE- Feb 89
NOTE- 15p.; In: Proceedings of Selected Research Papers presented at the Annual Meeting of the Association for Educational Communications and Technology (Dallas, TX, February 1-5, 1989). For the complete proceedings, see IR 013 865.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Analysis of Variance; Arithmetic; Elementary Education; Grade 5; Grade 6; Hypothesis Testing; Instructional Development; Knowledge Level; *Learning Theories; *Performance Factors; *Skills; *Vertical Organization
IDENTIFIERS- *Gagne (Robert M)

Gagne proposed in his learning hierarchy model that a final task could not be performed by an individual who does not have the subordinate skills, and that any superordinate task involved in the hierarchy of skill building could be performed by an individual provided suitable instructions were given, and provided the relevant subordinate knowledge could be recalled by that individual. This particular theory of knowledge acquisition was investigated using a learning hierarchy of kinematics that had been previously validated through other research. A pilot study with students in grades five through eight was conducted, and 173 fifth and sixth graders were selected to participate in this study. The study began with a pretest that evaluated the subjects' abilities in subtraction, division, and seven additional skill areas. An instructional booklet taught subjects all the skills but the one(s) they were supposed to skip according to their treatment groups. A posttest was then administered to examine subjects on five items for each skill that was taught. A 4 x 2 factorial design was used--four levels of skipping treatment were crossed with two levels of mathematics ability--and ANOVAs were used to determine significant differences among the dependent measures. The hypothesis was supported that skipping one or more subordinate skills does not affect some learners' performance on the skipped skills and the skill above them. It was found that subjects' performance in a skipping condition depends on the content-related ability of the individual, and the size and type (coordinate or subordinate) of skip. (9 references) (CGD)

ED 308 866 IR 052 817

Fact Book on the Board of Regents 1989 Legislative Program for Libraries.

**New York State Library, Albany. Div. of Library Development.**

PUB DATE- 89
NOTE- 51p.; For 1987 edition, see ED 284 578.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; Higher Education; Library Automation; Library Networks; *Library Services; *Library Statistics; Preservation; *Public Libraries; Research Libraries; School Libraries; *State Aid; *State Legislation; State Programs; Tables (Data)
IDENTIFIERS- *New York

This fact book on the New York State Board of Regents legislative program for libraries provides information on: (1) New York libraries and library systems in 1989, including statistics; (2) the 1989 Regents legislative program for libraries, including a list of services for which aid is provided, statistics on support requested for libraries, and a profile of systems and libraries by region; (3) essential library and library system services, including data on state support requested for public library systems; (3) public, reference/research, and school library systems, including data on support, growth, and expenditures; (4) public library services, including construction, local library services aid, the New York Public Library, outreach and literacy programs, parent and child services, and public library service to correctional institutions; (5) comprehensive information database and delivery systems; and (6) conservation and preservation of research materials. A table summarizing state support requested for libraries and library-related activities is included. (MES)

ED 308 894 JC 890 325

Vision 2000: A Framework for Reviewing the Mandate of Ontario's System of Colleges of Applied Arts and Technology.
**Ontario Council of Regents, Toronto.**
PUB DATE- Nov 88
NOTE- 33p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Planning; Community Colleges; Educational Assessment; *Futures (of Society); *Long Range Planning; *Planning Commissions; *Policy Formation; School Community Relationship; *Statewide Planning; Two Year Colleges
IDENTIFIERS- *Colleges of Applied Arts and Technology; *Ontario

An introduction is provided to Vision 2000, a project initiated by Ontario's Minister of Colleges and Universities to review the mandate of the province's Colleges of Applied Arts and Technology (CAAT). Section 1 discusses the challenges facing Ontario's educational system, the minister's mandate to the CAAT Council of Regents, and the objectives of the Vision 2000 project. Section 2 examines the three phases of the project. First, study teams will assess the current status of the CAAT and conduct an environmental scan based on projections of the cultural, economic, demographic, and social contours of the year 2000. Second, the study teams will examine the economic and social role of education and, specifically, the CAAT. The final phase will articulate a vision for the system and outline policies needed to make the vision a reality. After explaining the role of Vision 2000's steering committee, section 3 examines the questions to be considered by each of the project's five study teams. The charges of the teams are to: (1) develop an empirical portrait of the CAAT; (2) define the economic role of the CAAT in the context of a transformation in the nature of working life; (3) consider the issues surrounding the social role of the CAAT with respect to the diverse communities which colleges both serve and depend upon; (4) explore the prospects for organizational change within the individual colleges and the system as a whole; and (5) consider the linkages throughout the educational system from kindergarten to graduate school. Finally, the report underscores the importance of the work of the study teams in influencing policy formation. A timetable and list of Vision 2000 participants are included. (JMC)

ED 308 908 JC 890 344

*Hellmich, David M.*
Student Retention within Targeted English Courses at Santa Fe Community College.
PUB DATE- Jul 89
NOTE- 16p.; Graduate seminar paper, University of Florida.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Community Colleges; *Dropout Prevention; *Dropouts; English Departments; Enrollment Influences; Program Development; *School Holding Power; *Student Attrition; Teacher Student Relationship; Two Year Colleges; Withdrawal (Education)
IDENTIFIERS- *Santa Fe Community College FL

In spite of difficulties in analyzing student retention in community college programs and courses, certain facts about student attrition are known. First, students who drop out of class or school tend to have lower grades than students who persist. Second, the ability of students to drop in and out of community colleges at will has negative effects on the curriculum. Third, high attrition rates are evidence of a college's failure to socialize its students into the academic and social norms of the institution. Fourth, high attrition is likely to be associated with low faculty morale. Finally, for the many students who are ill-prepared for the academic rigors of college, withdrawal may be an appropriate action. Drawing from these assumptions, Santa Fe Community College's English Department developed a series of recommendations for a departmental retention plan to reduce high in-class attrition rates in introductory English classes. These recommendations stress that the retention program must emerge from the department as a whole and urge the department to: (1) instigate a thorough demographic analysis of student attrition within specific English courses; (2) augment the academic advising of targeted student populations; (3) examine methods of increasing student/instructor out-of-class contact without overburdening instructors; (4) draw upon the expertise of its instructors to gather pedagogical devices for enhancing student participation within the classroom; (5) integrate sections of the targeted course(s) with sections from other disciplines; (6) enforce a strict class attendance policy; (7) increase the number of honors courses in English; and (8) evaluate quantitatively and qualitatively the effectiveness of its retention program at the end of each term and formally present these results to the college administration. (JMC)

ED 308 935 PS 018 097

*Takahashi, Keiko*

Personal History Differences between Family Type and Agemate Type Affective Relationships among Female College Students.

PUB DATE- Apr 89

NOTE- 6p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Kansas City, MO, April 27-30, 1989).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *College Students; *Females; Foreign Countries; Higher Education; *Parent Child Relationship; *Peer Relationship; *Social Development

IDENTIFIERS- *Japan; *Personal History

Two studies traced the social relationships from childhood to adulthood of family-attached and agemate-attached Japanese students. Study 1 aimed to clarify differences between the two types in their reports about social events and relationships in early childhood, elementary school, junior high, high school, and after. A total of 84 female college students completed the Affective Relationships Questionnaire (ARQ) and wrote life histories. Analysis of 15 personal histories indicated differences between the two relationship types. In study 2, a more rigorous methodology was used to replicate the first study. A Personal History Questionnaire was administered to 83 college sophomores who also completed the ARQ. The questionnaire was composed of 37 items covering all matters about which the two types of students had differed in the previous study. Students differed by type on 11 of the 37 items. Findings were consistent with results of Study 1. It is concluded that the subjects' retrospective histories of past relationships were consistently influenced by their present affective relationships. (RH)

*Campbell, Paul J.; Grinstein, Louise S.*
Mathematics Education in Secondary Schools and Two-Year Colleges. A Sourcebook.
REPORT NO.- ISBN-0-8240-8522-1
PUB DATE- 88
NOTE- 439p.
AVAILABLE FROM- Garland Publishing, Inc., 136 Madison Avenue, New York, NY 10026 ($60.00 cloth).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Reference Materials - Bibliographies (131)
DESCRIPTORS- Algebra; Calculus; *College Mathematics; Computer Software; Computer Uses in Education; *Curriculum Development; Educational Trends; Evaluation; Geometry; Gifted; History; Inservice Teacher Education; Learning Theories; Mathematical Applications; Mathematics Education; *Mathematics Instruction; Probability; Problem Solving; Recreational Activities; *Resource Materials; Secondary Education; *Secondary School Mathematics; Sex Differences; Slow Learners; Statistics; Two Year Colleges

The changing role of mathematics in society may require a different mathematics curriculum in the schools. Curriculum builders work constructing pieces of the new mathematics curriculum. To last, this new curriculum must be based on a foundation of experience and research. This book provides access to that foundation for secondary schools and two-year colleges. Sections deal with curricular goals and instruction in algebra, geometry, precalculus, calculus, statistics and probability, and discrete mathematics. Concerns are expressed for the slow learner, gifted, and sex-related differences in mathematics. An opening chapter provides historical background. Other chapters deal with mathematical learning theory, the development of curriculum, evaluation, the use of computers, mathematics as recreation, and mathematical applications. Inservice teacher education and trends in secondary and two-year college education are discussed and a final chapter lists resources under the headings of organizations, newsletters, periodicals, National Council of Teachers of Mathematics yearbooks, films/videotapes, general references, and selected distributors and publishers. Annotated bibliographies are included throughout the book. (DC)

ED 309 066 SE 050 719

Educational Materials Linking Technology Teaching with Science Education: Technology in Life. Science and Technology Education Document Series No. 31.

**Curtin Univ. of Technology, Perth (Australia). Science and Mathematics Education Centre.**

SPONS. AGENCY- United Nations Educational, Scientific, and Cultural Organization, Paris (France). Div. of Science, Technical and Environmental Education.
REPORT NO.- ED/88/WS/52
PUB DATE- 88
NOTE- 226p.
AVAILABLE FROM- United Nations Educational, Scientific, and Cultural Organization, 7 place de Fontenoy, 75700 Paris, France (price not available).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Electricity; Energy; Energy Conservation; *Energy Education; Heat; *Instructional Materials; Science Instruction; Scientific and Technical Information; Scientific Literacy; Secondary Education; *Secondary School Science; *Solar Energy; Teaching Guides; Teaching Methods; Technological Literacy; Technology

This publication addresses the ways in which energy can be harnessed to improve the quality of human life. Seven units are included: (1) sundials; (2) solar houses; (3) greenhouse; (4) solar heaters; (5) windmills; (6) biomasses; and (7) photovolaic cells. Each unit contains six subheadings: objectives; introduction; presentation and investigation; association and systematization; application; and bibliography. Presentation and investigation, which form the main part of each unit, consist of a series of investigations to be carried out with the design and development of functional products of technology. The section on application addresses general problems to be solved within the community. All units involve the students in decision-making as well as in the design and production processes of a wide range of solar collection devices. Evaluation of each unit has been left to the individual teacher. (MVL)

ED 308 697 FL 018 041

*Ballinger, Robert L.; Ballinger, Virginia S.*
Video: The Foreign Language Textbook of the Future.

PUB DATE- 16 Apr 89
NOTE- 9p.; Paper presented at the Annual Meeting of the Central States Conference on the Teaching of Foreign Languages (21st, Nashville, TN, April 13-15, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Audiovisual Aids; *Curriculum Enrichment; Educational Objectives; Instructional Materials; Learning Activities; Media Adaptation; Secondary Education; *Second Language Instruction; Teaching Methods; *Videotape Recordings; Visual Learning
IDENTIFIERS- *Empowerment

The role of video as a foreign language textbook of the future is discussed. The flexibility of the video format accommodates a wide variety of learning style characteristics. It is maintained that the ideal textbook: (1) empowers the teacher by matching the teacher's objectives, by being under the teacher's control, by condensing time, by breaking through the limitations of the classroom, and by freezing the linguistic event under study); and (2) enhances the learnability of the lesson by stimulating the visual sense, by linking auditory information to visual images, by allowing students to respond to the material, and by letting students review the material at their own pace). Video is a technology that takes into account the individual differences of foreign language learners by attending to their visual and auditory perceptual strengths. Video also allows foreign language teachers to manipulate learning situations in the target language and setting because they can preview the event and prepare learning activities ahead of time. (DJD)

*Johnson, F. Craig; Birch, Derek*
International Quality Standards in College. AIR 1989 Annual Forum Paper.
PUB DATE- May 89
NOTE- 23p.; Paper presented at the Annual Forum of the Association for Institutional Research (29th, Baltimore, MD, April 30-May 3, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Administration; College Curriculum; *College Planning; College Programs; *Educational Quality; *Evaluation Criteria; Foreign Countries; Higher Education; *Institutional Evaluation; Institutional Research; *Program Effectiveness; *Standards
IDENTIFIERS- *AIR Forum; England; Wales

A study was conducted to examine the application of quality standards developed by the International Standards Organization (ISO) to colleges in England and Wales. The British Standards Institution (BSI) has applied these standards to service industries, thus providing a framework for case studies in colleges. Six colleges in England and Wales analyzed their curriculum, management, and marketing and then prepared 3-year development plans that were consistent with the international standards. The following conclusions were reached about the application of quality standards to colleges: (1) quality standards are most appropriate to those learning situations where "fitness for purpose" is the goal, including vocational and professional study; and (2) it is critical to measure the process in terms of the purpose of the instruction, for which a computer system using competency-based objectives is required. Contains 10 references. (Author/KM)

ED 308 825 IR 013 885

*Langholz, Judith; Smaldino, Sharon E.*

The Effectiveness of a CBI Program for Teaching Problem Solving Skills to Middle Level Students.

PUB DATE- Feb 89
NOTE- 8p.; In: Proceedings of Selected Research Papers presented at the Annual Meeting of the Association for Educational Communications and Technology (Dallas, TX, February 1-5, 1989). For the complete proceedings, see IR 013 865.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Computer Assisted Instruction; Computer Simulation; *Computer Software; Critical Thinking; *Instructional Effectiveness; Intermediate Grades; Microcomputers; Pretests Posttests; *Problem Solving
IDENTIFIERS- *Purdue Elementary Problem Solving Inventory

This study focuses on the effectiveness of "Solutions Unlimited," a computer software program developed to teach problem solving to middle level students. Fifty-one fourth, fifth, and sixth graders (21 girls and 30 boys) attending a private school in a small mid-west community were the subjects for this experiment; none had received prior training in problem solving. For a pretest, all students completed the Purdue Elementary Problem Solving Inventory (PEPSI), subscales of which include such things as sensing that a problem exists, judging information, analyzing details, solving problems, and verifying solutions. Subjects in the treatment group then worked in groups of three on one lesson of "Solutions Unlimited" each week for eight weeks. The control group participated in a creative dramatics group during the same period, and was given an opportunity to use the computer software following the study. Results of the study did not indicate any significance in the difference scores of the treatment group; both groups generally achieved similar change scores. There is speculation that the design of the PEPSI was not appropriate for the age group involved, and also that problem solving may need to be integrated into the entire curriculum rather than being taught for 45 minutes once a week. The strength of the computer program used is in its simulations, which create realistic life situations. It is suggested that follow-up activities should be used to stimulate the possibility of transfer of problem-solving skills learned from the computer simulations to new and novel situations. (7 references) (CGD)

ED 308 838 IR 013 898

*Savenye, Wilhelmina C.; Strand, Elizabeth*

Teaching Science Using Interactive Videodisc: Results of the Pilot Year Evaluation of the Texas Learning Technology Group Project.

PUB DATE- Feb 89
NOTE- 20p.; In: Proceedings of Selected Research Papers presented at the Annual Meeting of the Association for Educational Communications and Technology (Dallas, TX, February 1-5, 1989). For the complete proceedings, see IR 013 865.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Computer Assisted Instruction; Courseware; *Curriculum Development; Formative Evaluation; *Interactive Video; Media Research; *Physical Sciences; *Pilot Projects; Secondary Education; Student Attitudes; Teacher Attitudes; Teacher Education; Videotape Recordings

A computer-based interactive video was developed in 1985 for the Texas Learning Technology Group (TLTG) Project, a partnership formed by the Texas Association of School Boards, the National Science Center Foundation, and 12 Texas school districts in response to the national and state crisis in science, math, and technology education. A pilot test of a semester-long high school chemistry curriculum delivered by TLTG was conducted during the 1987-1988 school year, in part to investigate teacher attitudes and teacher implementation behavior. Twenty-six teachers participated in the interactive videodisc (IVD) study, which also made use of records of 2,297 students and achievement data collected from a sample of the students (N = 338). The major findings revealed that IVD students generally achieved higher scores than non-IVD students; IVD students indicated a greater degree of intention to enroll in an elective science course than control students; most teachers liked using the curriculum and found it easier to teach than the traditional curricula; all teachers used supplemental materials in conjunction with the curriculum; and all teachers felt that their students had learned more using the TLTG curriculum than they had learned in previous years. Both videotaped classroom observations of the TLTG curriculum and staff visits to all of the school districts using the curriculum were made during the pilot year. A new evaluation plan has been formulated for the field test year of the TLTG evaluation (1988-1989), and data are being collected on the actual on-site implementation of the TLTG field test curriculum. (4 references) (CGD)

ED 308 980 PS 018 180

*Endsley, Richard C.; Minish, Patricia A.*
Parent-Staff Communication in Day Care Centers during Morning and Afternoon Transitions.

PUB DATE- 89
NOTE- 33p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Age Differences; *Communication (Thought Transfer); Communication Research; *Day Care; Early Childhood Education; *Infants; Parent School Relationship; *Parent Teacher Conferences; *Preschool Children; Toddlers
IDENTIFIERS- Infant Care; *Transition Time

Communication between parents and staff was observed in 16 proprietary day care centers during morning and afternoon transition times when parents dropped off children and picked them up. Results revealed large, stable differences among centers in the frequency and usefulness of these exchanges. About two-thirds of transition time opportunities resulted in parent-staff communication, the median length of such communications being 12 seconds. Analysis by time of day suggested that caregivers were relatively more accessible during the morning transition, while parents were relatively more accessible during the afternoon. There were also large differences in parent-staff communication in preschool versus infant-toddler programs that favored the younger age group in measures such as frequency and usefulness. Follow-up analysis suggested that the age differences might be due more to the communication needs of infant-toddler staff than those of parents. (RH)

ED 308 728 HE 021 792

*Blackwell, J. Lloyd, III*
Teacher Evaluation. A Revised Case Study of a College in The University of North Dakota. North Dakota Economic Studies, Number 50, Revised.
**North Dakota Univ., Grand Forks. Bureau of Business and Economic Research.**
PUB DATE- Jan 89
NOTE- 43p.
AVAILABLE FROM- Bureau of Business and Economic Research, University of North Dakota, Grand Forks, ND 58202 (free).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Numerical/Quantitative Data (110) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Faculty; Educational Quality; Faculty Evaluation; Higher Education; Models; Student Attitudes; *Student Evaluation of Teacher Performance; Teacher Effectiveness; *Teacher Evaluation; Teacher Student Relationship
IDENTIFIERS- University of North Dakota

A model explaining various influences on general student opinions of faculty teaching performance was developed for a college in the University of North Dakota (UND). The goals were to (1) find a way to remove influences of improper criteria from general measures of teaching performance and (2) determine which differences in adjusted general ratings of faculty were jointly statistically significant. General ratings of teachers were measured by the percentages of students rating them in the highest category on a survey form. A multiple regression model relating general ratings to the responses from questions designed to explain the general ratings was used to determine factors that seemed to influence general ratings. This permitted neutralization of improper influences. Results indicated that at least some ranking is possible within reasonably small groups, but the ability to achieve any rank-ordering diminishes dramatically as group size increases. It proved possible to unambiguously rank teaching performance into three categories within a group of 10 faculty, but it was impossible to do so for any categorization within a group with as many as 25 members. Four appendices include: a sample UND student evaluation form; advanced treatment of theory and methodology; statistical results of Generalized Least Squares (GLS) estimation; and statistical results of White's heteroskedasticity-consistent estimation. Contains 15 references. (Author/SM)

ED 308 742 HE 022 507

DOD Health Care. Issues Involving Military Nurse Specialists. Report to the Honorable Daniel K. Inouye, U.S. Senate.

**General Accounting Office, Washington, D.C. Div. of Human Resources.**

REPORT NO.- GAO/HRD-89-20
PUB DATE- Mar 89
NOTE- 26p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Anesthesiology; Employee Responsibility; Higher Education; *Military Personnel; *Nurse Practitioners; *Nursing; *Obstetrics; Physicians; Professional Autonomy; *Supervision

Selected Department of Defense (DOD) policies were examined concerning nurse anesthetists, nurse midwives, and nurse practitioners, particularly in regard to the extent to which these nurse specialists are allowed an independent scope of practice in military hospitals and the degree of physician supervision they require. Discussions were held with nurses' and physicians' associations and appropriate DOD and military service officials and specialty advisers. In addition, regulations were examined and data obtained on the number and ranks of nurse specialists. DOD directives require the supervision of nurse specialists by physicians in the appropriate specialty area (e.g, obstetrics), with the degree of supervision depending on the nurse specialist's training, education and experience. Nursing organizations also expressed concerns about military nurse specialists' promotion and input to DOD policy. It was found that promotion to lieutenant colonel or commander and higher ranks may involve supervisory or management responsibility, but personnel in those ranks will also continue to do clinical work in their specialties. Following the letter summarizing the review and its findings, the following appendices are provided: (1) supervision and scope of practice for nurse specialists; (2) services' regulations on supervision of nurse specialists; (3) career issues of concern to nurse specialists; (4) nurse input on policy issues; and (5) comments from DOD (acceptance letter). A table provides data on nurse specialists by military rank. (KM)

ED 308 812 IR 013 872

*Grabinger, R. Scott*

Screen Layout Design: Research in the Overall Appearance of the Screen.

PUB DATE- Feb 89
NOTE- 10p.; In: Proceedings of Selected Research Papers presented at the Annual Meeting of the Association for Educational Communications and Technology (Dallas, TX, February 1-5, 1989). For the complete proceedings, see IR 013 865.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Style; Design Preferences; *Learning Strategies; *Media Research; Readability; *Research Problems; *Screens (Displays); Visual Measures
IDENTIFIERS- Computer Displays; Design Research; Macroprocesses; *Screen Format; Variables

This report discusses the current state of research into the visual effects of screen layout design, i.e., the arrangement of design elements on a screen. First, two types of design elements are described: technical (those things that engineers work with and that users have little or no control over), and comprehensibility (those elements that a designer, publisher, or programmer can control). Next, two types of research involving the study of the effects of screen design--single and multiple element research--are examined. A number of problems related to studies of the overall appearance of a screen and its effect on learner preferences are then reviewed in relation to "macroprocesses," or the processes and activities a student uses to learn. Conclusions drawn from these studies indicate that the overall visual design of the screen has little effect on macroprocesses, and that the research methodologies and measures employed are not sensitive enough to measure the effects of macroprocesses. It is argued that what is necessary is more precise concentration on the effects of screen designs on learner actions and processes, rather than focusing only on the major effects of learning. Two examples of research in this area are briefly described, and a number of dependent variables in investigating the visual effect of screen designs are proposed. (21 references) (CGD)

ED 308 921 JC 890 359

*Elvin, Rebecca S.; Wood, Gerald L.*
AAU Research Institution Pilots Transfer Institute To Enhance Minority Educational Opportunities.
PUB DATE- Aug 89
NOTE- 30p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Persistence; Articulation (Education); *College Transfer Students; Community Colleges; *Minority Groups; Pilot Projects; Program Descriptions; *School Holding Power; Student Recruitment; Summer Programs; *Transfer Programs; Two Year Colleges; Universities

In an effort to improve minority recruitment and retention, the University of Arizona collaborated with Pima Community College to launch the Exploratory Transfer Institute (ETI), a summer program to encourage minority students who were not considering transfer to do so. The ETI was conceived, planned, and implemented through a relatively complex process, involving academic and student affairs staff, and student peer advisors. ETI's three-week, residential summer program began with a two-day retreat to begin the bonding process between students and staff and to provide orientation without distractions. Team-taught classes on the theme of "Communication: Human Survival/Creativity" were held from 8:30 to 11:00 daily. Afternoons afforded a variety of workshops, social/recreational opportunities, and blocks of time for study, library research, and the use of computers. To gain admission to the program, students were nominated by faculty and advisors in community colleges throughout Arizona and then selected by a committee of representatives from the two collaborating institutions. Students were asked to complete an application and essay, and submit a letter of recommendation and transcript showing a grade point average of 2.5 or higher. ETI activities sought to increase the students' knowledge of campus resources, enhance their survival skills, help them understand their expectations, and sharpen their academic and personal skills. During the first summer, 24 students, including 17 Hispanics, 5 Blacks, 1 Asian, and 1 Native American, participated. They viewed their interaction with staff as the most positive element of ETI, and they stressed the value of the support, motivation, and sense of togetherness they received from each other. Based on an assessment of the pilot effort, recommendations for modifying and improving the program were developed. (ALB)

ED 309 007 RC 017 131

*Helmer, Jean; And Others*
Creating a Curricular Environment To Develop Entrepreneurial Skills in Today's Rural Schools: One District's Approach.
PUB DATE- 88
NOTE- 42p.; Revision of a paper presented at the Annual Meeting of the National Rural Education Association (80th, Bismarck, ND, September 24-28, 1988).
AVAILABLE FROM- Belle Fourche High School, 1301 12th Avenue, Belle Fourche, SD 57717 ($5.00; $3.00 for quantity orders).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Business Education; Community Development; Community Study; *Course Descriptions; Creative Writing; Critical Thinking; *Curriculum Development; *Educational Innovation; Education Work Relationship; *Entrepreneurship; High Schools; Historiography; Journalism; Learning Experience; Research and Development; *Rural Schools
IDENTIFIERS- *South Dakota

Belle Fourche High School in South Dakota has developed a curriculum for an entrepreneurial approach to education. This paper contains the history of the school's adoption of this program, as well as course descriptions and standards. In 1988, Belle Fourche High School, Black Hills Special Services Cooperative, and the McREL (Mid-Continent Regional Educational Laboratory) Foundation joined forces to redesign and modify the curriculum of the school to help revitalize its community, establishing an experimental, interdisciplinary, educational program that emphasizes entrepreneurial skills and their relationship to personal growth and to community development. This experimental program has: (1) developed a class which specifically addresses the need for entrepreneurial skills and provides real life experience in business planning, development, and management; (2) applied an entrepreneurial approach to classes across the curriculum; and (3) worked in partnership with community leaders to enhance community development. Course descriptions, objectives, and standards are outlined for the following courses: (1) Research and Development; (2) Advanced Creative Writing; (3) Historiography I and II; (4) Journalism; (5) Community Analysis; (6) Critical Thinking; (7) Business Planning, Development, and Management; and (8) Community Development. Student selection criteria and program accomplishments are included. Extensive references are given for use in the various courses. Forms for interviews and evaluations are included. (ALL)

ED 309 021 RC 017 150

*Nachtigal, Paul M.*
Political Trends Affecting Rural America.

PUB DATE- 29 Mar 89
NOTE- 14p.; Paper presented at the American Educational Research Association/SIG Rural Education Symposium (March 29, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Discriminatory Legislation; Elementary Secondary Education; *Federal Legislation; Political Influences; *Public Policy; Rural Areas; Rural Economics; *Rural Education; Rural to Urban Migration; *Rural Urban Differences; Social Discrimination; State Legislation

IDENTIFIERS- *Urban Bias

This paper studies trends in education and changes in political thinking that have accompanied rural to urban migration and the emergence of industrial society since the turn of the century. Nowhere is this shift reflected more clearly than in the centralization and consolidation of public schools. Because education is constitutionally a state function, it is at this level that most political action takes place which affects rural schools. There are few examples of action at the local level that influence or resist outside (centralized) control. The development of People United for Rural Education (PURE), a Nebraska organization to monitor and influence legislation, is one such example. Similar groups in other states are described. Few rural champions have existed at the federal level in recent years. Conventional wisdom assumes that rural economic problems are taken care of through farm policy. Examples of federal legislation that discriminate against rural areas are cited. Such discrimination is not likely to get better. States with large rural populations are estimated to lose representation in the House of Representatives, a trend that is expected to continue after 1990. Given statistical documentation and examples of policy discrimination, deliberations in Congress have resulted in a legislative proposal for a "Rural Rights Act" and rural issues have found their way on the agenda of other national legislative conferences. This paper concludes with the hope that such renewed interest in rural problems will translate into a growing sensitivity to those problems by people involved in the legislative process. (TES)

ED 309 082 SE 050 738

*Harding, Jan, Ed.*
Perspectives on Gender and Science.
REPORT NO.- ISBN-1-85000-129-4
PUB DATE- 86
NOTE- 222p.; Drawings and some small print may not reproduce well.
AVAILABLE FROM- Taylor & Francis, Inc., 1900 Frost Rd., Suite 101, Bristol, PA 19007 ($19.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Opinions/Personal Viewpoints/Position Papers/Essays (120) Collected Works - General (020)
DESCRIPTORS- Engineering Education; *Females; Foreign Countries; Higher Education; Minority Groups; Physical Sciences; *Science Education; *Scientific Personnel; Scientists; Secondary Education; *Sex Bias; Sex Differences; Sex Fairness; *Sex Role; *Social Bias; Tokenism
IDENTIFIERS- *British Association for Advancement of Science

Faced with a shortage of skilled personnel in certain branches of engineering towards the end of the seventies, the Engineering Industry Training Board (United Kingdom) launched initiatives to recruit 16-year-old girls into technician training and to interest girls following "A" level courses in physics and mathematics in a career of engineering. The Engineering Council, in collaboration with the Equal Opportunities Commission, sponsored 1984 as WISE year (Women into Science and Engineering) legitimizing concern in terms of national economic survival. It was against this background that the Section X Committee of the British Association for the Advancement of Science decided in 1983 that the theme for the Section program in 1985 would be "Women and Science." This volume contains the papers presented in that program, only marginally modified for publication. The first six papers provide evidence of how it is (or has been) with women in science. Recurrent themes are those of social pressures and personal prejudice limiting women's access to science and further constraining the achievement of those who qualify to practice. The remaining five papers take a more theoretical perspective of what is seen as the alienation of most women from science and technology through gender-related constructs of personal identity and of the nature of science. (CW)

ED 308 713 FL 018 076

*Adamson, H. D.*
The Role of Variable Rules in Language Acquisition.
PUB DATE- Oct 87
NOTE- 17p.; In: Proceedings of the Annual Eastern States Conference on Linguistics (4th, Columbus, OH, October 2-4, 1987). The complete Proceedings are available from the Dept. of Linguistics, Ohio State University, Columbus.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142) Information

Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Language; Comparative Analysis; *Developmental Stages; English; *Language Acquisition; Language Patterns; *Language Research; Language Variation; Morphology (Languages); Psycholinguistics; Syntax; Tenses (Grammar); *Verbs
IDENTIFIERS- *Variable Rules; Wh Questions; Word Order

This paper attempts to show the relationship between variable rules and more widely used psycholinguistic constructs such as amalgams and schemas, and to point out how variationists' methods can be useful in the study of language acquisition. The traditional rule, the rule for forming the past tense of regular verbs in English, is discussed as it relates to language acquisition in children. It is proposed that children go through three stages in the learning of the regular past tense: (1) the past tense of the words, or amalgams, are learned by rote; (2) the amalgams are associated by means of a schema; and (3) a categorical rule is constructed. The stages, proposed by Bybee and Slobin, identify schema as the missing link between amalgams and categorical rules. In a language acquisition study completed within the variationist framework, a pattern of language acquisition in subject-verb inversion of Wh-questions was isolated and three similar stages were followed, including: (1) formulaic patterns; (2) a variable rule; and (3) a categorical rule. The radial category hypothesis is proposed to satisfy the assertion that variation in child language development can be a prototype effect resulting from the prototype nature of a partially constructed grammatical category. (DJD)

ED 308 786 HE 022 755

*Matier, Michael W.*
Retaining Faculty: A Tale of Two Campuses. AIR 1989 Annual Forum Paper.

PUB DATE- May 89
NOTE- 57p.; Paper presented at the Annual Forum of the Association for Institutional Research (29th, Baltimore, MD, April 30-May 3, 1989).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Career Change; *College Faculty; *Faculty Mobility; Higher Education; Institutional Research; Rural Areas; State Colleges; *Teacher Attitudes; Teacher Promotion; Teacher Salaries; Tenure; Urban Areas
IDENTIFIERS- *AIR Forum; Illinois

A study was conducted to examine factors influencing the decisions of faculty who had opportunities to leave two universities. Particular attention is paid to the relative weight and importance faculty placed on the tangible, intangible, and non-work-related benefits of the incumbent and institution and the institution offering employment. The population consisted of 239 tenure-stream faculty, from whom 221 questionnaire responses were derived, representing a response rate of 64%. Follow-up interviews were conducted with 62% of the respondents. Results included the following: (1) a promotion in rank and/or administrative responsibilities was reported by 26 of the 59 faculty who chose to pursue their firm offer; (2) faculty at one of the campuses who chose to remain with the institution realized an average salary increase of 29%, while those who took a leave without pay received an average salary increase of 29%, and those who resigned averaged slightly more than 44%; and (3) less than half of the faculty interviewed at one of the campuses initiated search activities or were tendered more than one offer. Comparisons are drawn to previous studies of this genre, as well as between the urban and rural universities represented in the study. Contains 18 references. (Author/KM)

ED 308 799 HE 022 930

*Leslie, Larry L.*
Enhancing a College's Fund-Raising Ability. ERIC Digest.
**ERIC Clearinghouse on Higher Education, Washington, D.C.**

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- EDO-HE-88-13
PUB DATE- 88
NOTE- 3p.; Small print.
CONTRACT- ED-RI-88062014
AVAILABLE FROM- ERIC Clearinghouse on Higher Education, One Dupont Circle, Suite 630, Washington, DC 20036 ($1.00).

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- College Athletics; *Donors; *Educational Finance; Financial Needs; Financial Support; *Fund Raising; Higher Education; Institutional Advancement; Institutional Survival; *Private Financial Support; School Funds; Taxes
IDENTIFIERS- ERIC Digests

Suggestions on how to enhance a college's fund-raising abilities are presented. Six sections are as follows: exemplary performers (noting the relationships between amounts raised and strategies employed); what works and what does not work in fund- raising (an institution's public visibility is important, and a poverty strategy is not); whether successful athletic programs enhance support (athletic success tends to result in larger contributions to athletic programs with spillovers to academic programs); how tax laws affect voluntary support (though recent tax code revisions raised serious concern that the levels of voluntary support of higher education might decline, some indicators suggest that the decline might not be as serious as forecast); new ideas in nonprofit research, focusing on an 1988 study by Weisbrod that shows that a tax increase of 10% may result in philanthropic declines of as little as .1% or as much as 2.54%); and what is in store for the future (suggesting a broad, national database of higher education donors to provide the sorts of information social scientists require to test propositions). Contains 10 references. (SM)

ED 308 867                                    IR 052 819

*Wu, Connie, Comp.*
Library Services & Foreign Users--A Comprehensive Bibliography.
**Rutgers, The State Univ., New Brunswick, N.J. Univ. Libraries.**
PUB DATE- Nov 88
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Academic Libraries; *Foreign Students; Higher Education; *Library Instruction; *Library Services; *Non English Speaking; *Users (Information)

This comprehensive bibliography lists 135 journal articles, books, conference papers, and documents on library use and library instruction for non-English speaking users. (MES)

ED 308 936 PS 018 107

*Nelson-Le Gall, Sharon; And Others*
Children's Self-Assessment of Performance and Task-Related Help Seeking.

SPONS. AGENCY- Foundation for Child Development, New York, N.Y.; National Science Foundation, Washington, D.C.
PUB DATE- 17 Jul 89
NOTE- 28p.; An earlier version of this paper was presented at the Biennial Meeting of the Society for Research in Child Development (Kansas City, MO, April 27-30, 1989).
GRANT- NSF-R-11-8613889
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; Elementary Education; *Elementary School Students; Grade 3; Grade 5; *Help Seeking; *Performance; *Self Evaluation (Individuals); Sex Differences; *Student Motivation; *Verbal Ability

Two experiments investigated the role of children's assessments of their performance on their decisions to seek help and their preferences for different types of assistance. Blocked into low and high verbal skill groups, participants in study 1 were 84 middle-class third- and fifth-grade elementary school students. Subjects performed a multi-trial verbal task in which they were required to indicate their confidence in the correctness of their tentative solution and subsequently were given the opportunity to seek help before providing a final solution on each trial. The second experiment involved 39 subjects and differed from the first in that subjects were provided with a common motivation for seeking help. Findings indicated that subjects' confidence in the correctness of their solution influenced both the frequency and type of help sought. High task-related skill was associated with the discriminating use of help-seeking as an achievement strategy, especially among boys. Both the frequency and type of help sought varied with self-assessments for older children, and varied more than was the case among younger children. Findings are discussed in terms of grade and sex differences in the use of internally based cues for performance evaluation. The importance of accounting for the interplay of children's age and task-specific skill with achievement-related goals is stressed. (RH)

ED 308 951 PS 018 128

*Blevins-Knabe, Belinda*
Preschool Children's Informal Division Concepts.
PUB DATE- Mar 88
NOTE- 12p.; Paper presented at the Meeting of the Southwestern Society for Research in Human Development (New Orleans, LA, March 17-19, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; *Cognitive Ability; *Difficulty Level;

*Division; *Error Patterns; *Mathematics Skills; *Preschool Children; Preschool Education
IDENTIFIERS- *One to One Correspondence

The purpose of this study was to examine the division procedures of preschool children to determine whether such procedures involved one-to-one correspondence. Large and small numerosity trials were included so that the amount of effort and ease of using other procedures would vary. Odd and even number trials were included to determine whether children actually knew what the procedures they used implied about relative numerosity. Subjects were 20 four-year-olds and 20 five-year-olds, with equal numbers of males and females in each group. On each trial of the division task, children were shown two cookie monsters and a pile of round cardboard cookies and were asked to give both cookie monsters the same number of cookies to eat. When children finished distributing the cookies, they were asked whether the two cookie monsters had the same number of cookies. Children were videotaped while performing the task. Trials were scored as correct if the child had an equal number of cookies on each monster's plate after using all the cookies on the even number trials or all but one cookie on the odd. Findings indicated that although preschool children used one-to-one correspondence strategies to solve division problems, their use of such strategies was not consistent. Children used more strategies on large numerosity and odd number trials than on other trials. (RH)

ED 308 966 PS 018 153

*Welles-Nystrom, Barbara*
Radical Timing? A Sociocultural Comparison of Mature Mothers in America and Sweden.
PUB DATE- Apr 89
NOTE- 12p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Kansas City, MO, April 27-30, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Adjustment (to Environment); Comparative Analysis; *Cultural Influences; Feminism; Foreign Countries; *Mothers; *Pregnancy; *Social Change; Well Being
IDENTIFIERS- *Delayed Parenthood; *Sweden

The experiences of pregnancy and the early months of motherhood in two samples of post baby-boom cohorts: American and Swedish women born between 1947-1952 were contrasted. Specific aims were to: (1) contrast the experience of pregnancy and the early months of motherhood; (2) explore the idea that the radicalization of both cultures in the late 1960's, particularly the women's movement, was in some way connected to the incidence of delayed parenthood; and (3) derive culturally salient and meaningful variables that impact on the psychological well-being of women in transition to motherhood. Expectant mothers were solicited by their midwives if they were healthy; had a normal, uncomplicated pregnancy; a single birth; and no previous pregnancy past the first trimester. Women were interviewed once in the last months of pregnancy and again 2 to 6 months after their babies were born. Semi-structured interviews were supplemented with a battery of precoded questionnaires and a standardized psychological inventory, The Karolinska Scales of Personality. Findings revealed that women in the two samples differed in reasons for planning the pregnancy, the experience of pregnancy, and the rituals surrounding the transition to motherhood. American women used amniocentesis during pregnancy and had considerably more physical and psychological symptoms, during the entire pregnancy, than did the Swedish women. (Author/RH)

ED 308 981 PS 018 185

Partners in Learning Improvement Sites: Program Descriptions 1989.
**New Jersey State Dept. of Education, Trenton. Div. of General Academic Education.**

PUB DATE- Feb 89
NOTE- 38p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Improvement; Elementary Education; *Family School Relationship; *Grants; *Parent Participation; Program Descriptions; Public Schools; *State Programs
IDENTIFIERS- *New Jersey

In October of 1987, New Jersey implemented the Partners in Learning program to increase levels of awareness and participation among parents and school staff. In the final phase of the program, 30 schools were selected to receive grants to plan and implement parent involvement programs. This document describes some of the successful grant applicants' plans to involve parents. Schools plan to: (1) increase parent knowledge and ability to assist children in the learning process; (2) help parents fulfill their own potential; (3) help parents understand their role in the overall scheme of educating children; and (4) assist school staff in minimizing barriers to effective partnerships. A total of 27 programs are very briefly described. (RH)

ED 309 051 SE 050 703

*Michel, Jean*
Women in Engineering Education. Studies in Engineering Education 12.
**United Nations Educational, Scientific, and Cultural Organization, Paris (France).**
REPORT NO.- ISBN-92-3-102490-6
PUB DATE- 88
NOTE- 163p.; Also published in French: ISBN-92-3-202490-X.
AVAILABLE FROM- Bernan/Unipub, 4611-F Assembly Drive, Lanham, MD 20706-4391 (U4906-X, $13.50 plus $2.50 shipping and handling).
LANGUAGE- English

Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reference Materials - Bibliographies (131)
DESCRIPTORS- *College Science; *Employed Women; *Engineering Education; Engineers; *Females; Foreign Countries; Higher Education; Science Careers; *Scientific Personnel; *Sex Differences

Engineering in higher education has the lowest proportion of women students when compared with other fields of study. This book discusses the issues and problems that face the training and promotion of women at the university level. Part one discusses the background and trends of female participation in different regions and disciplines of higher education. The female representation of scientific disciplines is analyzed in 24 countries. Part two shows under-representation of women in engineering with data from many countries. Part three describes three countries' experiences related to equality of education in engineering education and professional activity (Romania, the United Kingdom, and France). A discussion of the search for information and documentation on women scientists and engineers (1969-1986), references, and a selected bibliography are appended. (YP)

ED 308 698 FL 018 043

*El-Banna, Adel Ibrahim*

Language Anxiety and Language Proficiency among EFL/ESL Learners at University Level: An Exploratory Investigation.

PUB DATE- 89
NOTE- 29p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Students; *Communication Apprehension; Comparative Analysis; Correlation; *English (Second Language); Foreign Countries; Higher Education; Language Attitudes; *Language Proficiency; Language Research; Language Tests; Performance Factors; Scores; *Sex Differences; Specialization; *Test Anxiety
IDENTIFIERS- Egypt

A study investigated the levels of language proficiency and language anxiety of English-as-a-Second-Language (ESL) learners. The goals of the study were: (1) to determine the effect of gender differences and learner specialization on levels of English language anxiety; (2) to study the relationship between gender differences and academic specialization in language testing anxiety; (3) to discover whether ESL learners' language proficiency level is influenced by their language anxiety level; and (4) to investigate the relationship between ESL learners' language anxiety test scores and their language proficiency test scores. The Test Anxiety Inventory, Tanta University English Language Proficiency Test for College Freshmen, and the Tanta University English Language Proficiency Test of English Syntax were administered to 731 college ESL learners in Egypt. Research findings indicated significant differences between male ESL learners and female ESL learners. Results indicated a significant interaction between gender differences and specialization in language anxiety. ESL learners with high language anxiety levels tended to do poorly on language tests, whereas ESL learners with low language anxiety levels seemed to perform successfully on the language tests used. (36 references) (Author/DJD)

ED 308 756 HE 022 530

*Noffke, Susan E.*
The Social Context of Action Research: A Comparative and Historical
Analysis.
PUB DATE- 31 Mar 89
NOTE- 42p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Action Research; *Educational Research; Evaluation Methods; Higher Education; Social Action; Social Change; Theory Practice Relationship

The context of the emergence of action research is explored historically and comparatively. The primary focus is a description of the development of action research in the middle part of this century in the United States. Certain assumptions, intentions, and practices of educational action research as they emerged in the early stages of development are explained. Some central aspects of educational action research, both in the present and in earlier areas, are identified. Areas of focus include the following: democracy, social engineering, and social change; research for re-education; curriculum studies and the science of education; growing up in educational practice; the method of science; depoliticizing action research; inservice and personal development; persistent themes in action research; and understanding action research today. Though action research declined in prominence in the late 1950s, it remained consistent. In the 1970s action research continued in several areas. The strongest theme is the idea of the teacher as researcher. Other themes in many of the recent action research projects are the knowledge-practice gap, issues of race, class, and gender, demographic changes in the school population, and school-based alternative models for curriculum development. Contains about 97 references. (SM)

ED 308 771 HE 022 740

*Birch, Derek W.; Spencer, Anne C.*
Distributing College Budgets: A Study of Local Education Authority (LEA) Planning and Formulae-Funding Mechanisms in England. AIR 1989 Annual Forum Paper.
PUB DATE- May 89
NOTE- 27p.; Paper presented at the Annual Forum of the Association for Institutional Research (29th, Baltimore, MD, April 30-May 3, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Budgeting; *College Administration; Community Colleges; *Educational Finance; *Financial Support; Foreign Countries; Governance; Institutional Research; Postsecondary Education; Vocational Education
IDENTIFIERS- *AIR Forum; England; Wales

The Education Reform Act 1988 provides for the reform of the funding and governance of colleges of further education in England and Wales, comprising about 400 colleges (equivalent to community colleges and vocational schools) across 104 local education authorities (LEAs). The process and formula for budget-setting is described, and a number of issues raised by the new funding arrangements are explored, including: enrollments, institutional costs, program areas, program area weights, small and specialist colleges, monitoring and evaluation, and indicators of effectiveness (including enrollments and student completions of programs). Contains 5 references. (Author/KM)

ED 308 852 IR 013 914

*Romiszowski, Alexander J.; Grabowski, Barbara L.*

Interactive Video and Cognitive Structures: A Technique for Enhancing the Effectiveness of Interactive Simulations and Games.

PUB DATE- Feb 89
NOTE- 29p.; Paper presented at the Annual Meeting of the Association for Educational Communications and Technology (Dallas, TX, February 1-5, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Business Administration Education; Cognitive Structures; *Computer Assisted Instruction; *Computer Simulation; Decision Making; Feedback; Higher Education; *Instructional Design; *Interactive Video; *Problem Solving; *Programed Tutoring
IDENTIFIERS- Printed Materials; *Structural Communication

In the late 1960s and early 1970s a considerable amount of research was conducted on methods for authoring and structuring instructional materials by researchers who did not, at that time, have access to the existing delivery systems necessary to fully implement their ideas. One of these methodologies is Structural Communications, developed by Anthony Hodgson and his associates in the United Kingdom. This authoring methodology was implemented in a paper-based format with great success, but it seems that its potential for computer-based instruction, its true original purpose, has never been fully exploited. This paper outlines the characteristics of this approach and describes the authors' work at Syracuse University over the past two years which applies the principles to interactive video simulations. (33 references) (Author)

ED 308 882 IR 052 957

*Bevilacqua, Ann F.*
Hypertext: Behind the Hype. ERIC Digest.
**ERIC Clearinghouse on Information Resources, Syracuse, N.Y.**
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- EDO-IR-89-5
PUB DATE- Aug 89
NOTE- 4p.
CONTRACT- RI88062008
AVAILABLE FROM- ERIC Clearinghouse on Information Resources, 030 Huntington Hall, Syracuse University, Syracuse, NY 13244-2340 (free while supply lasts).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reports - Descriptive (Program/Project Descriptions) (141) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Computer Oriented Programs; *Computer Software; Higher Education; Microcomputers; Organization
IDENTIFIERS- ERIC Digests; *Hypertext; Prototypes

This digest begins by defining the concept of hypertext and describing the two types of hypertext--static and dynamic. Three prototype applications are then discussed: (1) Intermedia, a large-scale multimedia system at Brown University; (2) the Perseus Project at Harvard University, which is developing interactive courseware on classical Greek civilization using HyperCard; and (3) Project Jefferson at the University of Southern California, which has developed applications using the Apple Macintosh hardware and HyperCard software. Problems of hypertext systems, such as orientation to the database, cognitive overload, and compatibility, are considered. A few brief hypertext definitions are included. (6 references) (MES)

ED 308 895 JC 890 326

*Schmitz, Constance C.; delMas, Robert C.*
Everything You Always Wanted To Know about Transfer Rates but Were Afraid To Ask. Topical Paper #1.
**Minnesota Univ., Minneapolis. General Coll.**
PUB DATE- 24 Apr 89
NOTE- 63p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Academic Persistence; College Role; *College Transfer Students; Community Colleges; Literature Reviews; National Norms; Research Problems; *Student Attrition; Student Characteristics; Two Year Colleges
IDENTIFIERS- *Minnesota General College; Transfer Studies

In 1989, a study was conducted of the transfer rates achieved by the University of Minnesota's General College (GC) students. In order to collect a body of comparative statistics, a literature review was conducted on the accuracy of transfer rate calculations, national data on transfer rates, variables believed to affect transfer, and indicators used to evaluate the transfer mission of two-year colleges. The literature revealed that: (1) the unreliability of transfer data, due to differences in institutional characteristics and counting procedures, makes it impossible to obtain an aggregated national norm; (2) when total institutional enrollment is used as the potential transfer pool, transfer rates are usually estimated to be between 5% and 15%; however, when potential transfer pools are restricted to full-time freshmen, estimated transfer rates range from 20% to 40%; and (3) student preparation, ability, motivation, and intent to acquire a baccalaureate are believed to have strong and direct effects on transfer. The study of GC transfer rates focused on the personal characteristics, academic performance, retention, and transfer patterns of 1,042 freshman who entered GC in summer or fall 1986. Of the students, 22.2% transferred to another unit within the University by winter 1989. Asian-Americans had the highest transfer rates (36%), followed by Hispanics (26%), Whites (22%), Blacks (15%), and American Indians (12%). Of 1,042 students, 3.3% never completed their first quarter, 6.9% dropped out after their first quarter, 17.8% never enrolled again after the first academic year, and 31.4% were still enrolled at GC in fall 1988. Cumulative grade point average after two quarters was closely related to eventual transfer. A 62-item bibliography is attached. (JMC)

ED 308 909 JC 890 345

*DeJarnett, Patricia*
Developmental Studies Physics: The Doors It Opens.
PUB DATE- Mar 89
NOTE- 34p.; Paper presented at the Annual Conference of the National Association for Developmental Education (Cincinnati, OH, March 2-4, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; College Science; *Course Content; Course Evaluation; Developmental Studies Programs; Grades (Scholastic); Higher Education; *Outcomes of Education; *Physics; *Remedial Instruction; *Science Instruction; Technical Institutes
IDENTIFIERS- *Southern College of Technology GA

Southern College of Technology (SCT) is the only institution in the University of Georgia system to offer a developmental physics course to give students with no previous physics coursework the conceptual background and vocabulary needed to complete SCT's physics requirements. The eight sections of the developmental course focus on: (1) literal and simultaneous equations, exponents, scientific notation, graphs, and geometry; (2) right triangle trigonometry; (3) equilibrium and friction; (4) torque and rotational equilibrium; (5) uniformly accelerated motion, gravity, and free-falling bodies; (6) force and acceleration; (7) energy and momentum; and (8) rotational motion. The text and accompanying software used in the course cover the same topics as standard college physics books, but at an introductory level. Data on the achievement of former developmental studies (DS) students in subsequent college-level physics courses were gathered for summer 1986 through fall 1988. These data revealed that 62.8% of the 188 former DS students who enrolled in Physics 201, "Mechanics," earned a passing grade, compared to 58.3% of the 1,790 non-DS students. In all three trigonometry-based physics courses, former DS students had higher pass rates than non-DS students, but more non-DS students earned a grade of C or better. Of the nine former DS students who enrolled in Physics 221, the calculus-based physics course, four passed. Syllabi and information on the course textbooks are provided for all the developmental and college-level physics courses. (JMC)

ED 308 995 RC 016 902

*Sugerman, Deborah A.*
Adventure after 60: Working with Elders in the Outdoors.

PUB DATE- 83
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; *Adventure Education; *Camping; Course Descriptions; Environmental Education; Group Dynamics; *Group Experience; *Individual Development; Minicourses; *Older Adults
IDENTIFIERS- *Canoeing; *Elderhostels; Rock Climbing; Unity College ME

Wilderness Adventure, an Elderhostel course sponsored by Unity College in Maine, gives people over 60 the challenge of living and traveling in a remote wilderness environment. Each course consists of four days of canoeing and a day of rappelling in northern Maine. The program attempts to provide older adults with a personal growth experience via wilderness challenges, group initiatives, group discussions, journal writing, and rappelling. Other program goals include (1) teaching participants the outdoor skills necessary for safe functioning in a wilderness setting; (2) increasing participants' environmental awareness and respect and knowledge about Maine's natural environment and history; (3) teaching group cooperation and the process of open communication within the group; and (4) involving participants in the decision making process. This document describes the five days of the course in detail, with participants' comments. It discusses administrative aspects of the program, including (1) provision of a detailed account of the course's rigors to prospective participants; (2) importance of comprehensive participant medical forms; (3) safety; (4) evacuation procedures; and (5) the role and training of group leaders. (SV)

ED 309 036 SE 050 666

*Blosser, Patricia E., Ed.; Helgeson, Stanley L., Ed.*
Investigations in Science Education. Volume 14, Number 2, 1988.
**Ohio State Univ., Columbus, Ohio. Information Reference Center for Science, Mathematics, and Environmental Education.**
PUB DATE- 88
NOTE- 67p.
AVAILABLE FROM- SMEAC Information Reference Center, The Ohio State University, 1200 Chambers Road, 3rd Floor, Columbus, OH 43212 ($8.00 subscription per year; $2.75 single copy).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Chemistry; College Science; *Elementary School Science; Elementary Secondary Education; Higher Education; Inservice Teacher Education; *Preservice Teacher Education; *Problem Solving; Process Education; *Science Curriculum; Science Education; *Science Instruction; Secondary School Science
IDENTIFIERS- *Science Education Research

Abstracts and abstractors' critiques of 10 published research reports related to curriculum, instruction, problem solving and teacher education are presented. Aspects addressed in the studies include: (1) verbal aptitude and the use of study questions; (2) the treatment of evolution in biology textbooks; (3) descriptions of characteristics of Centers of Excellence; (4) locus of control and computer-assisted instruction; (5) the nature of science as understood by students and teachers; (6) teachers' computer literacy at the elementary level; (7) the effects on chemistry achievement of a problem-solving approach; (8) individual differences and problem-solving; (9) anecdotal versus data summary teaching; and (10) an energy education program for teachers. The responses of two authors to critiques of their work are included. (CW)

ED 309 067 SE 050 720

Enrichment Opportunities Guide. A Resource for Teachers and Students in Math and Science.

**California State Dept. of Education, Sacramento. Bureau of Publications.**

REPORT NO.- ISBN-0-8011-0801-2
PUB DATE- 88
NOTE- 215p.; Updating of ED 287 679.
AVAILABLE FROM- Publications Sales Unit, California State Department of Education, P.O. Box 271, Sacramento, CA 95802-0271 ($5.75; ISBN-0-8011-0786-5, $8.75 with binder; sales tax, for California residents).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Elementary Secondary Education; Extracurricular Activities; *Group Activities; *Inservice Teacher Education; Mathematics Curriculum; *Mathematics Education; Mathematics Teachers; *Professional Development; *Program Descriptions; Science Curriculum; *Science Education; Science Fairs; Science Teachers
IDENTIFIERS- *California

This guide was developed for two purposes: to enrich science and mathematics programs in schools and to encourage the professional growth of teachers of science and mathematics. A basic premise behind the development of this guide is that all students should have a variety of learning experiences, especially students in categorical programs such as Chapter 1, bilingual, migrant, and other compensatory education programs. These students should see that the study of science is not confined to the classroom but offers a way to investigate and understand the curious phenomena to be found in the every-day world. Similarly, mathematics is not only the scientist's primary tool but also a world of its own full of curious phenomena. This publication lists contests and fairs for individuals and teams; extracurricular opportunities for students in California; and professional recognition, awards, grants, professional growth and development programs, and affiliations for teachers in California. Details and recipients of the "Search for Excellence" in science and mathematics education are included. (CW)

ED 308 729 HE 022 026

*Halstead, Kent, Ed.*
Higher Education Bibliography Yearbook 1988. 2nd Edition.
PUB DATE- Jul 88
NOTE- 362p.
AVAILABLE FROM- Research Associates of Washington, 2605 Klingle Road, N.W., Washington, DC 20008 ($25.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131) Books (010)
DESCRIPTORS- Access to Education; Adult Education; *Annotated Bibliographies; Anthropology; Campus Planning; Community Colleges; Continuing Education; Curriculum; Demography; Educational Assessment; Educational Finance; Employment; Faculty; Federal Aid; Financial Support; Governance; Higher Education; Institutional Advancement; *Institutional Mission; Learning; Libraries; Outcomes of Education; Private Colleges; Recruitment; Reference Materials; School Holding Power; Sociology; State Aid; *Student Characteristics; Student Development; Student Financial Aid; Student Personnel Services; *Teaching (Occupation)

This annual bibliography includes works of the greatest interest and value to the generalist and practitioner in higher education. Selections are provided in 34 topic areas and over 100 subtopic areas. The annotations describe content with an emphasis on observations, findings, and recommendations. The subject areas fall into five categories: (1) the academic enterprise (teaching and learning, curriculum, faculty, libraries, and graduate education and research); (2) students (student characteristics and development, recruitment/admissions/retention, and student affairs and services); (3) institutions (institutional mission, quality, and accreditation, governance and the presidency, institutional and academic management, institutional advancement, institutional financing and budgeting, business and personnel administration, institutional planning and research, academic and institutional computing and communications, and campus building and planning management); (4) state and national (general policy and issues, national systems--comparisons and economic development, statewide planning and coordination, finance and resource allocation, assessment/evaluation/outcomes analysis, educational opportunity/special group issues, student financial assistance and work/education/industry); (5) discipline approaches (history, philosophy, law, economics, and sociology/anthropology/demography); and (6) sectors (independent higher education, community colleges; private career schools, and adult and continuing education). An index of authors is included. (SM)

ED 308 743 HE 022 509

*Douglas, Joel M.; Cohen, Beth Genya*
Directory of Faculty Contracts and Bargaining Agents in Higher Education. Vol. 15.
**City Univ. of New York, N.Y. Bernard Baruch Coll. National Center for the Study of Collective Bargaining in Higher Education and the Professions.**
PUB DATE- Jan 89
NOTE- 257p.
AVAILABLE FROM- National Center for the Study of Collective Bargaining in Higher Education and the Professions, Baruch College, CUNY, 17 Lexington Avenue, Box 322, New York, NY 10010 ($25.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Collective Bargaining; *College Faculty; Employer Employee Relationship; Faculty College Relationship; Higher Education; Labor Relations; Negotiation Agreements; Quality of Working Life; Teacher Rights; Two Year Colleges; *Unions; Work Environment

A directory of faculty contracts and bargaining agents in higher education is presented. From January 1 through December 31, 1988, increases were reported in every category of faculty unionization. The vast majority of union organizing efforts continues to be directed towards the public sector. Six sections cover: unionization among faculty 1988; faculty contracts and bargaining agents--U.S.; graduate and teaching assistant contracts and bargaining agents in public and private U.S. institutions; faculty collective bargaining at Canadian universities; and summary of U.S. elections 1988. Seventeen tables include the following: recognized faculty bargaining agents, public and private, 1989; recognized faculty bargaining agents in two- and four-year institutions 1989; faculty collective bargaining agreements 1989; faculty bargaining agents and collective bargaining agreements in two- and four-year institutions, 1974-1988; faculty represented by certified bargaining agents in public and private two- and four-year institutions, 1989; campuses represented by recognized faculty bargaining agents, public and private 1989; geographic distribution of faculty bargaining agents 1989; geographic distribution of bargaining agents and collective bargaining agreements in two- and four-year institutions 1989; roster of institutions affected by the Yeshiva decision; college closings; and bargaining agents cited in this directory. No-agent votes for 1971-1988 and an index of U.S. and Canadian institutions cited in the 1989 directory are provided. (SM)

ED 308 813 IR 013 873

*Grabowski, Barbara L.*
Interactive Video Symposium: The Singer or the Song--An Extension of Clark's Media Research Discussion.
PUB DATE- Feb 89
NOTE- 6p.; In: Proceedings of Selected Research Papers presented at the Annual Meeting of the Association for Educational Communications and Technology (Dallas, TX, February 1-5, 1989). For the complete proceedings, see IR 013 865. For related papers, see IR 013 874-878.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Conferences; Instructional Design; *Interactive Video; *Media Research

An introduction to a symposium on interactive video, this brief paper announces that the symposium will continue the debate on whether media are simply delivery vehicles for instruction by considering the inherent properties of interactive video and its impact on achievement, including the way in which the properties of this medium both dictate the form of the transmitted message and influence the way a student processes information. An analogy is drawn in which the medium is equated with the singer and the message with the song. It is also announced that this discussion will be provided from several points of view by the five symposium speakers: (1) Richard E. Clark, University of Southern California; (2) Michael A. Yacci, Rochester Institute of Technology; (3) Claudia Pask-McCartney, Syracuse University; (4) Elisa J. Slee, Syracuse University; and (5) Barbara L. Grabowski, Syracuse University. (13 references) (CGD)

*Lasnik, Vincent E.*

Secondary Computer-Based Instruction in Microeconomics: Cognitive and Affective Issues.

PUB DATE- Feb 89
NOTE- 17p.; In: Proceedings of Selected Research Papers presented at the Annual Meeting of the Association for Educational Communications and Technology (Dallas, TX, February 1-5, 1989). For the complete proceedings, see IR 013 865.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Analysis of Variance; *Cognitive Style; *Computer Assisted Instruction; *Economics Education; High School Seniors; *Individual Differences; Instructional Design; *Intermode Differences; Microcomputers; Pretests Posttests; Secondary Education; *Student Attitudes
IDENTIFIERS- *Computer Anxiety; Knowledge Representation

This paper describes the general rationale, hypotheses, methodology, findings and implications of a recent dissertation research project conducted in the Columbus, Ohio, public schools. The computer-based study investigated the simultaneous relationship between achievement in microeconomics and attitude toward economics, level of computer anxiety, and attitude toward learning. Twelfth-grade students (n=155) in regular social science courses at four Columbus senior high schools were randomly assigned to alternative instructional treatments. Each treatment, emphasizing either a problem-oriented strategy or a rule-oriented strategy, consisted of a week-long computer-based unit teaching fundamental economic concepts and principles of supply, demand, and equilibrium. Pre-, post-, and delayed-post measures were given, and appropriate data analyses completed. Results of these analyses indicate that individuals receiving problem-oriented instruction performed at a higher level on all of the cognitive achievement scales, although this difference was significant only for questions on the lower-order subscale of Posttest I. There is also evidence that a problem-oriented strategy may positively influence attitudes towards economics, as well as the degree of sophistication towards economic issues generally. (32 references) (Author)

ED 308 839                                    IR 013 899

*Savenye, Wilhelmina C.*
What Do Teachers Need To Know about Instructional Media in the Computer Age?
PUB DATE- Feb 89
NOTE- 10p.; In: Proceedings of Selected Research Papers presented at the Annual Meeting of the Association for Educational Communications and Technology (Dallas, TX, February 1-5, 1989). For the complete proceedings, see IR 013 865.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; Course Evaluation; *Educational Media; Elementary Secondary Education; Higher Education; Media Research; *Opinions; Preservice Teacher Education; Surveys; Teacher Educators

A study was conducted to explore teacher training needs related to effective use of technology in the classroom, with the specific objective of helping to improve a state-required, one-credit media competency course taken by approximately 250 teacher credential candidates each semester at a major California university. One of three surveys was administered to incoming teacher credential candidates to determine their media skills and opinions. Of the 161 students who completed the pre-course questionnaire, 103 (64%) had some experience producing instructional media, and 124 (77%) had used computer software for word processing, entertainment and educational games, spreadsheets, database packages, or programming languages. Final course evaluations indicated that 68% of the 476 students who completed the evaluations strongly agreed or agreed that they liked the course, and 86% said they would use what they had learned in a course of their teaching. A survey of 22 new teachers was conducted at the end of their first year of teaching. They described the media they had used and produced during the past year; the most common application of computers in their classrooms; the most useful media skills they had learned; the media that they most wanted to learn about; and ways in which they felt educational technology would change teaching in the next 5 years. Responses to a survey of the opinions of seven teacher education block leaders indicated that they taught objective writing and lesson planning, and most agreed that they preferred that these topics not be taught in the media courses. They also expressed their opinions on the ways in which they felt technology would change the teacher's role and responsibilities in the next 5 years. (6 references) (CGD)

ED 308 868 IR 052 820

*Arthur, Gwen; And Others*
Library-Wide Staff Orientation and Public Services Training. Report of the Task Force.
**Temple Univ., Philadelphia, Pa. Univ. Libraries.**
PUB DATE- 9 Mar 88
NOTE- 75p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Libraries; *Higher Education; *Library Personnel; *Library Planning; Library Services; *Staff Development; *Staff Orientation; *Training Methods
IDENTIFIERS- *Public Services

This report proposes a program for orientation and training for public services staff at the Temple University Libraries. In the first section, orientation and training needs are assessed. Goals and an overview of the program are outlined in the next section. The third section describes the five program elements and objectives: (1) an individual library tour; (2) a central library system services manual; (3) a set of exercises; (4) a library skills workbook; and (5) a schedule of six orientation and staff development sessions covering library organization, public services, interpersonal and communication skills, the online catalog, and the card catalog and indexes. The fourth section suggests a three-tiered approach to this program based on the different needs of non-public service, public service, and full-service reference personnel. Participation of branch library staff is recommended in the fifth section. The sixth section presents a proposal for program implementation and maintenance. The need for administrative and financial support is emphasized in the final section. Appendixes include related memos; an excerpt from a 1984 report on staffing and management; the orientation tour checklist; a set of exercises; descriptions of public service videotapes; and a staff questionnaire. (MES)

ED 308 922 JC 890 360

*White, Maureen E.; Smith, William A.*
Sacramento City College Re-Entry Services Comprehensive Plan.
**Sacramento City Coll., Calif.**
PUB DATE- Jun 88
NOTE- 72p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Advising; *Adult Students; *Career Guidance; College Planning; Community Colleges; *Continuing Education; Counseling Services; *Reentry Students; *Student Personnel Services; Two Year Colleges
IDENTIFIERS- Carl D Perkins Vocational Education Act 1984

Sacramento City College (SCC) established its Re-Entry Services program to provide information, referral and support services to students returning to the academic environment after an absence. Since the inception of the program in 1977, the college community has changed considerably. Among these changes are an aging student population, increased enrollment by women and part-time students, the proliferation of nontraditional job training opportunities, and an increased emphasis on sex equity on campus. Prepared in response to these changes, this report provides a comprehensive plan for SCC's Re-Entry Services. The plan's major components address the need to: (1) provide academic, vocational, and personal advising and refer students to appropriate ancillary services and information resources; (2) offer support services for the retention of re-entry students, including workshops, financial aid, and role models; (3) provide resources for career exploration which emphasize freedom of career choice without regard to traditional sex or ethnic stereotyping; (4) maximize community outreach for the recruitment of potential students; and (5) ensure that the program is staffed and managed well. For each component, specific objectives are stated, along with planned activities and methods of evaluating the achievement of the objectives. The plan includes background information on the program, the need for re-entry services, enrollment trends, cost information, and an outline of the expansion of services. In addition, newly developed job descriptions, case histories of successful program participants, and information concerning the use of Carl D. Perkins Vocational Education Act single parent/homemaker and sex bias funds are provided. (ALB)

ED 309 052 SE 050 704

*Mensch, David L.; Rubba, Peter A.*
A Study of the Effects of Large Hands-On Protein Synthesis Models on the Biology Achievement and Attitudes towards Biology of Students.

PUB DATE- Jul 89
NOTE- 22p.; Master's Thesis, Pennsylvania State University.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Attitude Measures; *Biochemistry; *Biology; Experiential Learning; *Instructional Materials; Laboratory Procedures; Models; Science Activities; *Secondary School Science; *Simulation; *Student Attitudes; Teaching Methods
IDENTIFIERS- Science Achievement

The ue of hands-on models in teaching protein synthesis, in comparison to traditional expository methods, has been shown to improve the content achievement of biology students. The purpose of this study was to evaluate a set of models and the accompanying laboratory exercises in terms of content achievement and attitude toward biology and biochemistry. Discussion includes procedures, subject, data collection, and the findings of the study. Appendices include the pre-test and follow-up test, post-test and semantic differentials used to evaluate biology and biochemistry attitudes. It was found that attitudes toward biology and biochemistry among the students in the sample were significantly higher among model-using students, but the content achievement of model-using students was not significantly different from students not using models. (CW)

ED 308 714                                   FL 018 078

*Davis, Stuart*
Italian Onset Structure and the Distribution of "il" and "lo".
**Indiana Univ., Bloomington.**
SPONS. AGENCY- National Institutes of Health (DHEW), Bethesda, Md. Center for Population Research.
PUB DATE- Oct 87
NOTE- 13p.; In: Proceedings of the Annual Eastern States Conference on Linguistics (3rd, Pittsburgh, PA, October 10-11, 1986). The complete Proceedings are available from the Dept. of Linguistics, Ohio State University, Columbus.
GRANT- NS-07134-09
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Consonants; *Determiners (Languages); *Italian; Language Processing; Language Research; *Syllables; Vowels

A distribution of the Italian definite articles "il" and "lo" is proposed that makes use of both Steriade's syllabification rules and a language-specific sonority hierarchy. The incorporation of these rules results in the generalization that the definite article "il" occurs before nouns or adjectives that begin with a consonant that is a member of the syllable onset while "lo" occurs before words that begin with an element that is not part of the syllable onset. This account of the distribution of the Italian definite articles "lo" and "il" is contrasted with the method developed by Radzinski (1987), and shortcomings in Radzinski's findings are identified. (DJD)

ED 308 787 HE 022 756

*Heverly, Mary Ann*
Using Key Indicators To Guide Curriculum Review at a Community College. AIR 1989 Annual Forum Paper.
PUB DATE- May 89
NOTE- 24p.; Paper presented at the Annual Forum of the Association for Institutional Research (29th, Baltimore, MD, April 30-May 3, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Curriculum; College Programs; *Community Colleges; *Curriculum Development; Evaluation Criteria; *Evaluation Methods; Institutional Research; *Program Evaluation; Two Year Colleges

IDENTIFIERS- *AIR Forum

Accepted guidelines for academic program review often clash with the needs of administrators, who require timely and frequent information for monitoring the quality of academic programs. A method is described for developing key indicators that permit annual scanning of all programs. The goal was to develop indicators that would flag programs showing unusual variation; these programs are then selected for more thorough, focused evaluation. The process described developed the following model components, with specified program characteristics for each: (1) market demand (student demand, employer/business demand, demand from transfer institutions); (2) resources (students' entry skills, faculty/staff, space, equipment, supplies, operating budget, and college facilities and services); (3) process (applications, enrollments, academic progress and performance, full time/part time faculty ratios, student satisfaction, retention, withdrawals, and changes of major); and (4) outcomes (graduation, placement, employment, transfer rates, achievement of competencies, salaries, "transferability," and satisfaction of students, employers and transfer institutions). Validation of the model is also discussed. Contains 10 references. (Author/KM)

ED 308 800 HE 022 931

*Neal, John E.*
Faculty Evaluation: Its Purposes and Effectiveness. ERIC Digest.
**ERIC Clearinghouse on Higher Education, Washington, D.C.**
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- EDO-HE-88-14
PUB DATE- 88
NOTE- 3p.; Small print.
CONTRACT- ED-RI-88-062014
AVAILABLE FROM- ERIC Clearinghouse on Higher Education, One Dupont Circle, Suite 630, Washington, DC 20036 ($1.00).

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *College Faculty; Educational Assessment; Educational Quality; Excellence in Education; Faculty College Relationship; *Faculty Development; *Faculty Evaluation; Higher Education; Institutional Role; *Teacher Evaluation
IDENTIFIERS- ERIC Digests
A discussion of the purposes and effectiveness of faculty evaluation is presented. Topics of discussion include the purposes of faculty evaluation, the importance of clarity of purpose, and whether or not faculty evaluation results in more productive faculty. Ten guidelines for faculty evaluation programs are listed as follows: make sure the purpose of evaluation is clear; involve faculty in all aspects; make administrative commitment to the evaluation process go hand in hand with commitment to due process; attempt to balance institutional needs with individual faculty needs; link evaluation to faculty development and rewards; apply all evaluation procedures consistently and fairly; include multiple sources of faculty data in evaluation; bring evaluation policies and practices into conformity with established civil rights guidelines; when using existing programs, tailor them to meet local needs; and include several levels of review and appeal. Using guidelines in the evaluation process accomplishes three goals: they reopen the lines of communication between faculty and administration of faculty effectiveness; they help minimize faculty resistance to evaluation; and they permit an integration of evaluation into decision making and development processes on campuses. Contains 7 references. (SM)

ED 308 883 IR 052 992

*Aversa, Elizabeth Smith; And Others*

Online Information Services for Secondary School Students. Second Edition.

**American Library Association, Chicago, Ill.; ERIC Clearinghouse on Information Resources, Syracuse, N.Y.**

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

REPORT NO.- ISBN-0-8389-0524-2

PUB DATE- 89

NOTE- 89p.; For the first edition, see ED 295 682; for a two-page digest, see ED 303 175.

CONTRACT- 400-85-0001

AVAILABLE FROM- Information Resources Publications, 030 Huntington Hall, Syracuse University, Syracuse, NY 13244-2340 (IR-83, $9.95 plus $1.50 shipping and handling) or American Library Association Publications, 50 East Huron St., Chicago, IL 60611 (ISBN 0-8389-0524-2, $9.95 plus shipping and handling).

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Research/Technical (143) Other/Miscellaneous (Not Classifiable Elsewhere) (999)

DESCRIPTORS- Annotated Bibliographies; *Databases; *Library Planning; Media Specialists; *Online Searching; Program Implementation; *School Libraries; Secondary Education; *Secondary School Students; *Users (Information); Use Studies

This guide addresses the role of online searching in school library media centers. The first section reviews the literature in the area and presents guidelines for planning and implementing online access for students based on the experiences reported. This section lists 44 references. The second section summarizes the results of a 1986 survey of online providers in the schools which examined four basic questions: (1) who is searching in the schools; (2) what the policies are regarding online in the schools; (3) systems, databases, hardware, and software used in the schools; and (4) the demographics of online search providers. The third section summarizes the findings of the survey, and an annotated bibliography of materials on the topic published in the 1980's is presented in the fourth section. A total of 41 items are grouped in the following categories: Introductions to the Topic; Recent Texts and Instructional Guides; Recent Articles about Online Searching in the Schools; Accounts of Practice by School Media Specialists; and Management of Online Information Services. Journals that publish articles on online searching in the schools and bibliographies covering the topic are also listed in this section. Lists of selected document delivery services and vendor contacts for school media specialists are appended. The second edition differs from the first in that the review of the literature has been recast in the form of guidelines for planning and implementation, and both the review of the literature and the annotated bibliography have been updated through spring 1989. (MES)

ED 308 952 PS 018 129

*Blevins-Knabe, Belinda*
Connections between Addition and Subtraction Reasoning and the Use of Quantifiers.
PUB DATE- Jun 88
NOTE- 14p.; Paper presented at the Meeting of the Jean Piaget Society (Philadelphia, PA, May 26-28, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Addition; *Division; *Individual Differences; *Mathematics Skills; *Performance Factors; Preschool Children; Preschool Education; Problem Solving; *Subtraction
IDENTIFIERS- *Structural Organizers

Preschool children's problem-solving strategies on structured and unstructured number tasks were compared in this study. Participants were 20 four-years-olds and 20 five-year-olds. Each child was administered a number conservation, addition and subtraction, and division task. The addition and subtraction task contained trials which were designed to classify children into one of three levels of addition and subtraction understanding: primitive, qualitative, and quantitative. In the division task, subjects were asked to allocate equal numbers of cardboard "cookies" to two "cookie monsters." Subjects in the qualitative and quantitative levels on the addition and subtraction task had different levels of success on the division trials. Findings indicated that qualitative children relied on perceptual strategies to make judgments. Strategies children used on a large, odd number division task included one-one correspondence, many-many correspondence, subtraction, counting, and miscellaneous distribution. Both qualitative and quantitative children used all types of strategies, but differed in the frequency with which they used miscellaneous distribution and subtraction. The qualitative children used these two strategies significantly more than did quantitative children. It is concluded that the three-level model of addition and subtraction understanding has applicability beyond addition and subtraction problems. (RH)

ED 308 967 PS 018 154

*Bollin, Gail G.*
Diversity in Attitudes about Family Day Care among Sponsored Family Day Care Providers.
PUB DATE- Mar 89
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-April 1, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Caregivers; Early Childhood Education; *Family Day Care; *Family Relationship; *Family School Relationship; *Job Satisfaction; Professional Personnel; *Teacher Attitudes

IDENTIFIERS- *Boundaries; Professionalism; Sponsors

Relationships between job satisfaction and the attitudes of 90 sponsored family day care providers towards several aspects of family day care were examined. Aspects of day care at issue were professionalism and the relationships between the family day care provider, her family, and her clients' families. It was hypothesized that: (1) high job satisfaction would be associated with the establishment of boundaries between the provider's family and the family day care system that reflected the ethnic orientation of the provider; (2) boundary clarity would be positively associated with professional attitudes toward family day care; (3) the presence of the provider's own young children in the family day care system would complicate boundary definition and be associated with low boundary clarity and job satisfaction; (4) job satisfaction would be positively related to professional commitment; and (5) the nature of the motivation to provide care would influence job satisfaction. Findings revealed very diverse attitudes, motivations, and client interactions among providers even when they had the same sponsor. (RH)

ED 308 982 PS 018 186

*May, Wanda T.*
Understanding and Critical Thinking in Elementary Art and Music. Elementary Subjects Center Series No. 8.
**Center for the Learning and Teaching of Elementary Subjects, East Lansing, MI.**
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, D.C.
PUB DATE- Mar 89
NOTE- 126p.
GRANT- OERI-G-0098-C-0226
AVAILABLE FROM- Institute for Research on Teaching, College of Education, Michigan State University, 252 Erickson Hall, East Lansing, MI 48824 ($11.00).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Art Education; Cognitive Ability; *Comprehension; Concept Formation; *Critical Thinking; *Educational Objectives;

*Educational Practices; Elementary Education; Elementary School Curriculum; Elementary School Students; Guidelines; Individual Development; *Music Education
IDENTIFIERS- Developmental Patterns; *Research Results

This paper discusses the content, theoretical context, and goals of elementary art and music education. The paper focuses on statements about teaching for understanding, higher order thinking, and problem solving. Part 1 addresses the historical and theoretical context of goals and practices in art and music education. Four currents of curriculum thought in general education are examined; these currents are: (1) subject matter or academic rationalism; (2) students or developmentalism; (3) social efficiency or social adaptation; and (4) social meliorism, reconstruction, or transformation. The first part also covers the ways in which these curricular currents are and have been manifested in art and music education, and the relationship of theoretical and curriculum orientations. Part 2 addresses student understanding and critical thinking in art and music; creative thinking; the parameters of art and music as subjects of study; research findings related to human development in arts learning; and the implications of such findings for development of student understanding and critical thinking in the arts. Approximately 150 references are cited. (RH)

ED 309 008 RC 017 134

*Bagby, Jane W.; And Others*
The Status of Health Care in Appalachian Kentucky. Appalachian Data Bank Report #4.
**Kentucky Univ., Lexington. Appalachian Center.**
SPONS. AGENCY- Chessie System, Cleveland, OH.
PUB DATE- Jul 86
NOTE- 35p.; Map on page 3 contains small type.
AVAILABLE FROM- Appalachian Center, University of Kentucky, 641 S. Limestone, Lexington, KY 40506-0333 ($3.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *Health Care Costs; *Health Facilities; Health Services; Medical Care Evaluation; Medical Services; *Rural Areas; Rural Development; Rural Economics
IDENTIFIERS- *Appalachia; Appalachian Regional Commission DC; *Kentucky

In the early 1960's, the Appalachian Regional Commission (ARC) established a goal to make health care more accessible to the people of the mountains. Today, a primary health care facility is within a 30 minute drive of nearly all Appalachian counties. There has also been a substantial, but still inadequate increase in health care professionals in the region. Health care is more physically accessible than in 1964; however, cutbacks in government spending, combined with an economic depression in the coal fields, threatens to create economic barriers to the continued improvement of health conditions in Appalachia in the 1980's. The ARC stated in its 1985 report that it will be leaving the responsibility of maintaining and improving Appalachia's health care system to other federal, state, and local institutions. The weak tax base of most Appalachian counties in Kentucky significantly reduces the ability of local communities to provide medical care for their citizens. Funding for both federal and state health care programs face continued cutbacks. High unemployment and underemployment hamper the ability of individuals to pay health care costs from their own pockets or through job-related health benefits. Local health care facilities often operate on a shoestring budget, patched togehter with government and private money, volunteerism, and make-do medicine. Mortality rates show that eastern Kentuckians die younger than central and western Kentuckians, and, under current economic conditions, have little prospect for improved health care in the future. Teenage fertility rates in eastern Kentucky are one and one-half to two times the national average. Infant mortality rates in the region continue to be higher than the national and state average. Appendices contain four tables and six maps. (ALL)

Schools in Crisis: Students at Risk. A Report of the Special Task Force on Rural School Districts.

**West Virginia State Dept. of Education, Charleston.**

PUB DATE- Mar 89
NOTE- 72p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Opinions/Personal Viewpoints/Position Papers/Essays (120) Numerical/Quantitative Data (110)
DESCRIPTORS- Consolidated Schools; County School Districts; Educational Attainment; *Educational Change; *Educational Finance; Elementary Secondary Education; Income; Public Schools; Rural Areas; *Rural Education; *Rural Schools; School Districts; Special Education; Tables (Data)
IDENTIFIERS- *West Virginia

West Virginia is recognized as the second most sparsely populated state in the nation. Legislation that intended to upgrade the quality of education in the state was passed in 1988. Some educational leaders argued that statewide reform must consider the uniqueness of sparse, rural school districts in the state, taking into account issues such as sparsity of population, rough terrain, inadequate roads, limited fiscal and human resources, and a general inequity of educational opportunity. On December 20, 1988, the State Superintendent of Schools, Tom McNeel, appointed a special task force on rural school districts. The task force was charged with the responsibility of determining the unique and special needs of rural school districts in the state and to propose solutions dealing with the problems of these school districts. Of West Virginia's 55 counties, 25 counties were identified as sparse, with 10 or fewer students per square mile. Counties in this category have between 1.63 and 8.93 students per square mile with an average of 5.15, compared to an average of 22.68 in the other 30 counties and the state average of 13.48. The task force addressed the following characteristics and needs: (1) per capita income; (2) unemployment; (3) economic factors; (4) special education; (5) curriculum and instruction; (6) school finance; and (7) impact of education reform legislation. Twelve specific recommendations are listed to help sparsely populated counties better serve students. Statistical data are presented in table form throughout the report. Appendices include 19 references and 10 tables. (ALL)

ED 309 083 SE 050 739

Developing Science Education Goals. Science Education. Science
Curriculum Concept Paper.

**Oregon State Dept. of Education, Salem.**
PUB DATE- Sep 88
NOTE- 7p.; For Concept Paper No. 2 see SE 050 740.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Demonstration Programs; *Educational Objectives; Elementary School Science; Elementary Secondary Education; *Science and Society; *Science Curriculum; Science Education; *Science Education History; *Scientific Literacy; Secondary School Science

This paper provides background information for setting science education goals. The first part, "History of Reform in Science Education," describes: (1) the National Science Foundation (NSF) curriculum materials and their characteristics in the late 1950s;

(2) the milestone studies and the status of science education in the 1970s; and (3) the crisis in science education in the 1980s as described by various reports and the failure of schools to implement NSF curriculum materials. The second part, "Current Goals of Science Education," discusses the relationships of science to society, the common features of exemplary science programs, and four sets of proposed goals of science education. A total of 25 references are listed. (YP)

ED 308 699 FL 018 044

*Bassano, Dominique; And Others*
Epistemic Modality in French Children's Discourse: Certainty and Uncertainty.
PUB DATE- Apr 89
NOTE- 22p.; Paper presented at the Meeting of the Society for Research in Child Development (Kansas City, MO, April 27-30, 1989). For related document, see FL 018 039.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; *Child Language; *Concept Formation; *Discourse Analysis; *Epistemology; Foreign Countries; French; *Language Acquisition; *Language Processing; Oral Language; Psycholinguistics; Verbal Communication; Young Children
IDENTIFIERS- France; Metalinguistic Awareness; Modals (Verbs); Uncertainty
This study focused on how French children aged 4, 6, and 8 years evaluate the conditions of use for modal expressions marking certainty and uncertainty in discourse. Children were shown films involving verbal interactions during which one of the protagonists produced a target utterance accusing another character of having performed a deed. Each scenario varied in three ways: (1) presence versus absence of the speaker during the deed; (2) assertive form versus modalized form of the utterance; (3) true assertion versus false assertion. Children were asked to attribute an epistemic state of certainty or uncertainty to the speaker. Results show a clear increase from 4 to 6 to 8 years of age in the attribution of uncertainty, and a developmental progression in children's conceptions of the epistemic categories of certainty and uncertainty. Young children have a realistic conception, mainly determined by the truth/falsity of the utterance. At 8 years of age, the two other factors become more important. Children take into account linguistic markers such as modal devices, and show a metalinguistic and relativized conception of epistemic categories. (Author/DJD)

ED 308 757 HE 022 532

*Burke, Dolores L.*
A New Academic Marketplace.
REPORT NO.- ISBN-0-313-26383-3
PUB DATE- 88
NOTE- 208p.
AVAILABLE FROM- Greenwood Press, Inc., 88 Post Road West, Westport, CT 06681 ($37.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160) Books (010) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administration; College Faculty; Employment Qualifications; *Faculty Mobility; Higher Education; Job Applicants; Labor Force Development; *Labor Market; Occupational Mobility; Personnel Selection; Research; Retirement; Teacher Persistence

Faculty mobility in the 1980s is examined from the perspective of process and market environment, and comparisons are made between current research findings and those reported in 1958 by Theodore Caplow and Reece McGee. The study encompasses faculty recruitment, including search and selection procedures and effect, and the circumstances of termination, such as denial of tenure, voluntary resignation, retirement, and death. Research findings are based on data obtained from 306 faculty members in personal and phone interviews and mail response. Findings are discussed in comparison to human resource management in the nonacademic sector and implication for the practice of human resource management in academic settings, contributing to the organizational culture. An important feature is the introduction of management techniques and thinking at the departmental level that did not exist in the 1950s. Six sections focus on: study background; the new academic market (e.g., researh culture and participants in the market); in search of the best (e.g., applicant pools and initial screening); new patterns of choice (e.g., selection of assistant professors and special cases); observations and separation (e.g., destination and impact of departure); and change and the ivory tower (e.g., faculty turnover and market effects). New management strategies appear to have little effect on the recruitment and termination processes, and these processes have remained traditionally based while the organization is changing under environmental influences. Two appendices are methodology and data comparison. Contains approximately 100 references. (SM)

ED 308 772                                    HE 022 741

*Brons, Reyer*
Major Changes in the Funding System for Higher Education in the Netherlands. AIR 1989 Annual Forum Paper.

PUB DATE- May 89
NOTE- 27p.; Paper presented at the Annual Forum of the Association for Institutional Research (29th, Baltimore, MD, April 30-May 3, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Budgeting; *Educational Finance; Educational Vouchers; *Financial Support; Foreign Countries; Higher Education; Institutional Research; International Education; Noninstructional Student Costs; Private Financial Support; *Resource Allocation; Scholarships; Student Costs; *Student Financial Aid; Student Loan Programs
IDENTIFIERS- *AIR Forum; *Netherlands

The Dutch government has adopted a policy of increasing the number of freshmen while reducing governmental spending. In addition, institutional autonomy is being promoted as an objective. Methods of balancing these policies and objectives are discussed, emphasizing the methods planned or in use in the Netherlands, including: (1) a complex allocation model; (2) selective retrenchment; (3) a limited term of enrollment; (4) privatized loans for scholarships; and (5) a voucher system. Changing the allocation model and limiting the term of enrollment have proved difficult but have met with some success. Changes in the scholarship system and the introduction of a voucher system have not yet been made. Contains 14 references. (Author/KM)

ED 308 853                    IR 013 915

*Linn, Marcia C.*

Perspectives for Research in Science Teaching: Using the Computer as Laboratory Partner.

PUB DATE- 88

NOTE- 22p.; A version of this paper was presented at the European Conference for Research on Learning (2nd, Tubingen, West Germany, September 19-22, 1987).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Computer Assisted Instruction; Curriculum Design; Epistemology; *Instructional Design; *Instructional Effectiveness; Junior High Schools; Microcomputers; Models; *Problem Solving; Research Utilization; *Science Experiments; Thermodynamics

IDENTIFIERS- *Computer as Laboratory Partner Project; *Reciprocal Teaching

Research offers important suggestions concerning science curriculum design, and real-time data collection technology offers great opportunities. This paper discusses how recent increases in understanding the nature of the learner and the process of instruction combined with recent advances in technology might lead to improved science instruction. Results from the Computer as Lab Partner project illustrate how curriculum developers might take advantage of these understandings to create effective materials for science education. (27 references) (Author)

ED 308 910 JC 890 346

*Gordon, Howard R. D.*

Impact of FAME Program on Recruitment and Retention of Black Students into Florida Community College at Jacksonville.

**Florida Junior Coll., Jacksonville.**

PUB DATE- 31 Jul 89
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Black Students; *College Preparation; Community Colleges; *Enrollment Trends; General Education; Graduation; High School Seniors; Program Effectiveness; Program Evaluation; Student Attrition; *Student Recruitment; Summer Programs; Two Year Colleges; Two Year College Students
IDENTIFIERS- *Florida Junior College at Jacksonville

A study was conducted in 1989 to determine the impact of the Factors Affecting Minority Enrollment (FAME) program on the recruitment and retention of black students at Florida Community College at Jacksonville (FCCJ). The FAME program offers minority and low-income high school students a 10-week, precollege orientation focusing on FCCJ's degree and certificate programs; a 7-credit summer program including a course on "Student Success," "English Composition I", and "Dynamics of Behavior" or an equivalent social science course; and $1,000 incentive grants for two students. The program evaluation sought to determine FAME completion rates, subsequent rates of enrollment at FCCJ, withdrawal patterns among college programs, and degree completion rates. The subjects of the study were 1,048 black students from 12 randomly selected Jacksonville area public high schools who had participated in the FAME program between 1985 and 1989. Major findings included the following: (1) 353 of the participants attended five or more FAME sessions, and 270 eventually enrolled at FCCJ; (2) 75% of the FAME participants were female; (3) during 1986, 1987, and 1989, there was a decline in the percentage of participants who completed the FAME program; (4) the average length of time taken to enroll at FCCJ after participating in the FAME program was one year, although 24% of the students enrolled three to six months later and 8% enrolled at FCCJ after three or more years; (5) 52% of the FAME students attending FCCJ enrolled on a part-time basis; and (6) by 1989, 11% of the FAME/FCCJ students had received associate degrees. (JMC)

ED 308 937 PS 018 108

*Cummings, E. Mark; And Others*
Children's Coping with Parents' Angry Behavior.
PUB DATE- Apr 89

NOTE- 8p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Kansas City, MO, April 27-30, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Affective Behavior; *Anger; *Children; *Coping; *Emotional Experience; Family Characteristics; Family Problems; High Risk Persons; *Individual Differences; Mothers; *Parent Child Relationship; Sex Differences; Stress Variables
IDENTIFIERS- *Response Patterns

Three studies that examined children's processes of coping with expressions of anger between adults are discussed. Study 1 investigated children's responses to anger involving the mother as a function of marital history and history of interparent hostility. Study 2 investigated individual styles of coping with anger. Multi-dimensional aspects of responding, including behavioral, physiological, and verbal responses, were considered. Study 3 explored children's responses to different forms of the expression of anger. Findings indicated that: (1) children responded to parents' anger as a stressor; (2) a sensitization hypothesis may describe the ways in which children's coping patterns were altered by marital discord; (3) subjects were characterized by discrete patterns of response to anger for many social, emotional, and physiological response dimensions; (4) response organization was stable over time; (5) all forms of angry interactions were perceived as negative events and elicited negative emotions; (6) unresolved anger was perceived as a far more negative event than resolved anger and induced far greater feelings of anger and distress in children; and (7) boys consistently reported more angry responses than girls and girls tended to report more feelings of distress. Suggestions for further research are offered. (RH)

ED 308 996 RC 016 909

*Garcia, Juan R., Ed; And Others*

In Times of Challenge: Chicanos and Chicanas in American Society. Mexican American Studies Monograph Series No. 6.

**National Association for Chicano Studies, Houston, TX.**

REPORT NO.- ISBN-0-939709-05-8

PUB DATE- 88

NOTE- 139p.; Papers presented at the Annual Conference of the National Association for Chicano Studies (13th, Sacramento, CA, March 1985). Three papers are in Spanish.

AVAILABLE FROM- Mexican American Studies Program, University of Houston, Houston, TX 77204-3786.

LANGUAGE- English

Document Not Available from EDRS.

PUB TYPE- Books (010) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Anthologies; *Mexican American History; *Mexican American Literature; Mexican Americans; Mexicans; *Political Issues

IDENTIFIERS- Chicanas; Chicano Movement; *Chicanos; Chicano Studies

This anthology compiles articles and essays on Chicano and Chicana political concerns in the 1980's, on cultural aspects of the Chicano experience, and on historical issues and events. The papers are: (1) "Chicano Politics after 1984" by Christine Marie Sierra; (2) "Hacia una Teoria para la Liberacion de la Mujer" (analysis of the relationship of women's economic exploitation to patriarchal and racial oppression) by Sylvia S. Lizarraga; (3) "The Chicano Movement and the Treaty of Guadalupe Hidalgo" by Richard Griswold del Castillo; (4) "Assimilation Revisited" (social mobility versus cultural loss) by Renato Rosaldo; (5) "En Torno a la 'Teoria de las Dos Culturas' y su Aplicacion a la Literatura Chicana" (examination of Dieter Herms' application of Lenin's theory of two cultures to Chicano literature) by Lauro Flores; (6) "Anticlericalism in Two Chicano Classics" by Lawrence Benton; (7) "The Relationship of Spanish Language Background to Academic Achievement: A Comparison of Three Generations of Mexican American and Anglo-American High School Seniors" by Raymond Buriel and Desdemona Cardoza; (8) "The Causes of Naturalization and Non-Naturalization among Mexican Immigrants" by Celestino Fernandez; (9) "The Los Angeles Police Department and Mexican Workers: The Case of the 1913 Christmas Riot" by Edward J. Escobar; (10) "The Rediscovery of the 'Forgotten People'" (the socioeconomic situation of the Taosenos--Chicanos in Taos County, New Mexico--since they were studied by George Sanchez in 1940) by Ruben Martinez; and (11) "La Vision de la Frontera a Traves del Cine Mexicano" (historical analysis of Mexican movie depictions of the border region) by Norma Iglesias. (SV)

ED 309 037 SE 050 667

*Blosser, Patricia E., Ed.; Helgeson, Stanley L., Ed.*
Investigations in Science Education. Volume 14, Number 3, 1988.
**Ohio State Univ., Columbus, Ohio. Information Reference Center for Science, Mathematics, and Environmental Education.**
PUB DATE- 88
NOTE- 82p.
AVAILABLE FROM- SMEAC Information Reference Center, The Ohio State University, 1200 Chambers Road, 3rd Floor, Columbus, OH 43212 ($8.00 subscription per year; $2.75 single copy).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Chemistry; College Science; *Elementary School Science; Elementary Secondary Education; Energy Education; *Environmental Education; Females; Higher Education; Minority Groups; Misconceptions; National Surveys; Physics; Preservice Teacher Education; *Problem Solving; Process Education; Science Curriculum; Science Education; *Science Instruction; *Secondary School Science; Sex Differences; Student Attitudes; Textbook Evaluation; Validity
IDENTIFIERS- *Science Education Research

Abstracts and abstractors' critiques of 10 published research reports related to misconceptions, attitudes, gender and miscellaneous issues are presented in this issue. Studies include: (1) the development, revision, refinement, and partial validation of an instrument to assess preservice elementary teachers' process orientation toward science; (2) a comparison of the effectiveness of three different methods for pooling student scores to provide daily data points for a time series analysis; (3) a study done to determine underlying factors associated with students' interests in science and to see if these factors differed by gender and race; (4) an attempt to identify concepts and propositions necessary for grade 10 students to comprehend the mechanisms of inheritance and to see which of these concepts and propositions were most frequently misunderstood; (5) a study hypothesizing that inadequacies in textbooks contribute to student misunderstandings and analyzing the genetics content in three widely used high school biology textbooks; (6) an examination of the conceptions of the human circulatory system held by students from grade 5 through college; (7) a study which examined the effect of preservice elementary teachers' cognitive responses on their attitudes toward energy conservation; (8) the validation of the Student Opinion Survey in Chemistry (SOSC), an existing student attitude scale, and a comparison of cross-national data collected using this instrument; (9) an examination of science and mathematics enrollment during high school and college concerning achievement, participation, and sex differences among students; and (10) an examination of the predictive validity of various tests for success

of women in a National Science Foundation Career Facilitation Project. Two responses to the critiques in this issue are included. (CW)

ED 309 068                    SE 050 721

*Lapointe, Archie E.; And Others*

A World of Differences. An International Assessment of Mathematics and Science.

**Educational Testing Service, Princeton, NJ. Center for the Assessment of Educational Progress.**

SPONS. AGENCY- Department of Education, Washington, DC.; National Science Foundation, Washington, D.C.
REPORT NO.- 19-CAEP-01; ISBN-0-88685-088-6
PUB DATE- Jan 89
NOTE- 93p.; Colored tables, charts, and drawings may not reproduce well.
GRANT- IADS-880007; SPA-8751498
AVAILABLE FROM- Center for the Assessment of Educational Progress, Educational Testing Service, Rosedale Road, Princeton, NJ 08541-0001 ($11.50).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *Comparative Education; Comparative Testing; Elementary Secondary Education; Foreign Countries; International Educational Exchange; *Mathematics Education; *Mathematics Tests; *Science Education; *Science Tests; *Student Attitudes; Surveys
IDENTIFIERS- National Assessment of Educational Progress

In February, 1988, random samples of students from five countries (Ireland, Korea, Spain, the United Kingdom, and the United States) and four Canadian provinces (British Columbia, New Brunswick, Ontario, and Quebec) were given an assessment of mathematics and science achievement, and a questionnaire. This document summarizes the results of these tests and compares achievement, experiences and attitudes across the international sample. Findings are organized by achievement, instruction and attitude, and topics for both science and mathematics. The context of the results for each country is summarized in a commentary. Appendices include procedures and data. (CW)

ED 308 814 IR 013 874

*Clark, Richard E.*
The Singer as Iconoclast: Six Arguments about the Use of Video Disk for Teaching.
PUB DATE- Feb 89
NOTE- 12p.; In: Proceedings of Selected Research Papers presented at the Annual Meeting of the Association for Educational Communications and Technology (Dallas, TX, February 1-5, 1989). For the complete proceedings, see IR 013 865. For related papers, see IR 013 873-878.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Creative Thinking; Educational Technology; Instructional Design; *Instructional Effectiveness; *Interactive Video; *Media Research; Student Motivation; *Videodisks

This paper poses and generates the answers to six questions about the use of newer media in education and the areas of disagreement that seem to recur as new media become available for teaching. Cast in the context of videodisks, those questions ask whether: (1) videodisk technology is more effective than traditional media in promoting learning; (2) the visual nature of videodisk promotes more creative thinking by students; (3) media like videodisk, which present information in a more realistic way, enhance student learning; (4) students are more motivated to learn from newer media like videodisk than from more traditional media; (5) media like videodisk increase the freedom of instructional choice by students; and (6) videodisks are less expensive than teachers for some types of instruction. A brief discussion of the possibilities of using educational media to solve some of the problems of developing nations concludes the paper. (CGD)

ED 308 827 IR 013 887

*McIsaac, Marina Stock; And Others*
Research in Distance Education: Methods and Results.
PUB DATE- Feb 89
NOTE- 8p.; In: Proceedings of Selected Research Papers presented at the Annual Meeting of the Association for Educational Communications and Technology (Dallas, TX, February 1-5, 1989). For the complete proceedings, see IR 013 865.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Distance Education; Higher Education; Instructional Design; *Literature Reviews; *Meta Analysis; Microcomputers; Models; Program Administration; *Qualitative Research
IDENTIFIERS- Hypercard

This paper reports research in progress. The purpose of this study was to examine the growing variety of research emerging in distance education and to suggest a method for synthesizing the results. Over 60 articles, representing both quantitative and qualitative studies published in major journals during the past two years, have been abstracted and reviewed. Preliminary research categories have been determined and a meta-analytic model has been designed to synthesize the experimental and quasi-experimental data. The remaining qualitative studies will be subjected to a heuristic analysis to present a fuller picture of methods and results of research currently being done in distance education. (7 references) (Author)

ED 308 869                IR 052 821

*Law, Libby P.; Pumphrey, Mark*
Literacy Initiatives: Working Together for a Literate South Carolina.
**South Carolina State Library, Columbia.**
PUB DATE- May 87
NOTE- 11p.; Narrative Report of a two-day seminar (Columbia, SC, May 7-8, 1987).
GRANT- G008610808
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; Computer Software; *Cooperative Planning; *Library Services; *Literacy Education; *Outreach Programs; Seminars; State Agencies; State Libraries; *State Programs; Statistical Data; Voluntary Agencies
IDENTIFIERS- South Carolina Literacy Association

This narrative report summarizes topics addressed at a 2-day seminar sponsored by the South Carolina State Library in cooperation with the State Office of Adult Education and the South Carolina Literacy Association, which was designed to promote coordination and cooperative long-range planning of volunteer library literacy programs in the state serving illiterate and functionally illiterate adults. Each of the following program objectives is discussed: (1) to encourage 200 people to attend the seminar; (2) to establish uniform statistics to meet future planning and service needs and program development; (3) to increase literacy activities in the next fiscal year; (4) to provide follow-up meetings in each region of the state; (5) to establish local literacy coalitions; (6) to increase the number of literacy students receiving library cards; and (7) to maintain local involvement once initial enthusiasm has subsided. A memo offering the LITMAS (Literacy Information Management System) software to organizations willing to participate as test sites is appended. (MES)

ED 308 896                                    JC 890 327

*Head, Ronald B.*
Employer Survey Results for the PVCC Graduating Class of 1986-1987. Research Report Number 5-89.
**Piedmont Virginia Community Coll., Charlottesville, VA. Office of Institutional Research and Planning.**
PUB DATE- Jul 89
NOTE- 44p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Graduates; Community Colleges; *Employer Attitudes; Followup Studies; Job Training; *Outcomes of Education; *Personnel Evaluation; Two Year Colleges; Two Year College Students

In 1989, a study was conducted at Piedmont Virginia Community College (PVCC) to assess the occupational success of the college's 1986-87 graduates and determine how well their academic experience prepared them for work in their professions. Employers of 86 graduates who granted permission were contacted for a performance appraisal. Of the employers surveyed, 50 (58.1%) responded. Study findings included the following: (1) over 75% of the employers rated the graduates as either "excellent" or "good" with respect to technical job skills, quality and quantity of work, and cooperation with fellow workers and supervisors; (2) over 60% of the employers rated the math, writing, speaking, research, and logic skills of the PVCC graduates as "excellent" or "good"; (3) nearly 80% of the employers rated PVCC as either "excellent" or "good" in occupational training and education, and over 70% rated the general education provided as either "excellent" or "good"; and (4) no employer rated PVCC as "poor" in either occupational training or general education. The survey instrument is appended. (ALB)

ED 309 053 SE 050 705

*Reynolds, George O.; And Others*
The New Physical Optics Notebook: Tutorials in Fourier Optics.
REPORT NO.- ISBN-0-8194-0130-7
PUB DATE- 89
NOTE- 584p.; Copublished by SPIE-The International Society for Optical Engineering and American Institute of Physics.
AVAILABLE FROM- Director of Publications, SPIE (Society of Photo-Optical Instrumentation Engineers), P.O. Box 10, Bellingham, WA 98227 (softbound: $48.00 SPIE member, $60.00 nonmember, North America, $69.00 nonmember overseas; hardbound: $60.00, $75.00, $86.00, respectively).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- *College Science; Higher Education; Lasers; Light; *Optics; *Physics; Reading Materials; *Science Materials; Scientific Concepts; Spectroscopy; Textbooks
IDENTIFIERS- *Fourier Transformation

This is a textbook of Fourier optics for the classroom or self-study. Major topics included in the 38 chapters are: Huygens' principle and Fourier transforms; image formation; optical coherence theory; coherent imaging; image analysis, coherent noise; interferometry; holography; communication theory techniques; analog optical computing; phase contrast imaging; partially filled, sysnthetic-aperture imaging systems; and optical lithographic printers. References are included in each chapter. (YP)

ED 309 084                                   SE 050 740

"Contributions of Piaget to Science Education." Science Education. Science Curriculum Concept Paper #2.
**Oregon State Dept. of Education, Salem.**
PUB DATE- Jun 89
NOTE- 13p.; For another concept paper see SE 050 739.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reference Materials - Bibliographies (131)
DESCRIPTORS- Cognitive Development; Educational Objectives; Elementary School Science; Elementary Secondary Education; *Epistemology; *Intelligence; *Piagetian Theory; Science Curriculum; *Science Education; *Science Teachers; Secondary School Science

This paper discusses the implications of Piaget's theory to science education. The first section of the paper, "What Science Teachers Need To Know: Scientific Knowledge and Its Source," describes three sources of students' knowledge and corresponding educational practices. The second section, "Functions of Intelligence," discusses the concept of knowledge and provides a table comparing the traditional ideas, Piaget's science of knowledge, and its educational implications of eight functions of intelligence, including perception, learning, error, problems, imitation, language, imagery, and memory. The third section, "Conclusions," discusses the understanding of several Piagetian terms, teaching implications, and the goals of science education. The last section, "References," is an annotated bibliography on functions of intelligence, development of students' activity, developmental psychology, genetic epistemology, structures, education, and other works. A total of 42 references are listed. (YP)

ED 308 715 FL 018 079

*Huang, Chu-Ren*
Is Head-Wrap Necessary? Mandarin Possessive Objects in GPSG and HPSG.
PUB DATE- Oct 87
NOTE- 14p.; Paper presented at the Annual Meeting of the Eastern States Conference on Linguistics (4th, Ohio State University, October 2-4, 1987). The complete Proceedings are available from the Dept. of Linguistics, Ohio State University, Columbus.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Context Free Grammar; Contrastive Linguistics; Foreign Countries; Idioms; Language Research; *Linguistic Theory; *Mandarin Chinese; *Phrase Structure; Uncommonly Taught Languages
IDENTIFIERS- Discontinuity; *Head Wrap (Grammar); Lexical Semantics; Object (Grammar); *Possessives

The paper explores the significance of a contrast between generalized phrase structure grammar (GPSG), a context-free grammar with a well structured theory of features, and head-driven phrase structure grammar (HPSG), a mechanism for increasing the power of GPSG by introducing head-wrapping and lexical rules, using examples from Mandarin Chinese. A study focusing on the discontinuous idiom chunks of possessive object (POBJ) construction produced the unexpected result that even though head-wrapping is a syntactic operation introduced to account for discontinuous constituencies, POBJ data cannot be accounted for with the Head-wrap mechanisms. The adoption of Head-wrap operations as the only explanation of discontinuous constituencies predicts that one of the disjoint sub-strings must have the head of the entire constituent on its edge. The validity of Head-wrap as the mechanism for accounting for the discontinuity of syntax is challenged by the fact that the frequency/duration adverbial splits the POBJ predicate non-adjacent to the head. The failure of grammars with head-wrapping to produce a straightforward syntactic solution to the POBJ data calls for a closer examination of non-syntactic approaches. (MSE)

ED 308 730 HE 022 129

*Reynolds, William Bradford*
Discrimination against Asian-Americans in Higher Education: Evidence, Causes, and Cures.
**Department of Justice, Washington, D.C. Civil Rights Div.**
PUB DATE- 30 Nov 88
NOTE- 19p.; Remarks presented at the Symposium on Asian American University Admissions (Washington, DC, November 30, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Access to Education; Admission Criteria; Affirmative Action; *Asian Americans; College Admission; Educational Demand; Equal Education; Higher Education; Minority Groups; *Racial Discrimination; Selective Admission

The issue of discrimination against Asian-Americans in higher education is discussed. The focus is on: whether certain of the country's most prestigious universities discriminate against Asian-American applicants; why this occurs; and what university officials, executive branch administrators, and members of Congress can do about it. Suspicions arise because university admissions committees tend to be extremely vague about the impact of race on their acceptance/rejection decisions. Though minority status can add 40 to 50 percentage points to an applicant's chance of admission, such racial preferences generally do not operate in favor of Asian-Americans and are often quite the opposite. Statistical evidence shows these candidates face higher hurdles than academically less qualified candidates of other races. One study shows the cultural bias and stereotypes that prevail in the admission office work to the detriment of Asian-American applicants. Rejection of such applicants appears to be driven by university affirmative action policies aimed at favoring other, preferred racial minorities. Thus, where admissions policies are primarily merit-based, Asian-Americans will in all likelihood be accepted in numbers that far outstrip their percentage share of the general population. Three suggestions for action are: universities should continue to their self-scrutiny; the Department of Justice and Department of Education must play major roles; and Congress should be a major player in the effort to root out and bring to a halt any unlawful discriminatory admission policies at U.S. colleges and universities. (SM)

ED 308 744 HE 022 510

College and University Age Distribution of Students New York State, Fall 1987.

**New York State Education Dept., Albany. Information Center on Education.**

PUB DATE- 88

NOTE- 19p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110)

DESCRIPTORS- Academic Achievement; Access to Education; *Age; Cohort Analysis; College Attendance; *College Students; Enrollment Rate; *Enrollment Trends; Full Time Students; Graduate Study; Higher Education; Part Time Students; Sex; State Surveys; Undergraduate Study

IDENTIFIERS- *New York

Data summaries on college and university age distribution of New York State students in the fall of 1987 are presented. Information was obtained from the 1987-88 HEDS/IPEDS survey from NYSED-2.6, "Enrollment by Level, Age, Cohort, and Sex, Fall 1987." The 12 tables are as follows (all for institutions of higher education by institutional classification, New York State, fall 1987): age distribution of total full-time students; age distribution of total part-time students; age distribution of full-time undergraduate students; age distribution of part-time undergraduate students; age distribution of full-time first-time undergraduate students; age distribution of part-time first-time undergraduate student; age distribution of full-time first-professional students; age distribution of part-time first-professional students; age distribution of full-time graduate students; age distribution of part-time graduate students; age distribution of total degree-credit enrollment by sector, level of institution, and sex of student; and age distribution trends of full- and part-time students by program level and level of institution for New York State, fall 1979, fall 1981, fall 1983, fall 1985, and fall 1987. (SM)

ED 308 788 HE 022 757

*Dooris, Michael J.; Lozier, G. Gregory*

Can Strategic Management Work in Colleges and Universities? AIR 1989 Annual Forum Paper.

PUB DATE- May 89
NOTE- 27p.; Paper presented at the *Annual Forum of the Association* for Institutional Research (29th, Baltimore, MD, April 30-May 3, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Budgeting; *College Administration; *College Planning; Decision Making; Educational Finance; Higher Education; Institutional Research; *Management Systems; *Organizational Theories
IDENTIFIERS- *AIR Forum; *Strategic Management

The wide variety of management approaches (zero-based budgeting, decision support systems, etc.) that have emerged in recent decades are reviewed. The questions of whether strategic management is simply another fad, and whether it can work in colleges and universities, are discussed. The development of strategic management is traced, both in theory and in practice, in the corporate setting and in higher education. One university's movement toward strategic management is described, and the emergent literature on the experience of other institutions in this area is reviewed. Such evidence, analyzed on the basis of theories about organizational decision-making and effectiveness, suggests that strategic management, properly conceived and applied, can and does succeed in colleges and universities. Contains 29 references. (Author/KM)

ED 308 840 IR 013 900

*Scandura, Joseph M.*
A Short Note on Rules and Higher Order Rules.
PUB DATE- Feb 89
NOTE- 4p.; In: Proceedings of Selected Research Papers presented at the Annual Meeting of the Association for Educational Communications and Technology (Dallas, TX, February 1-5, 1989). For the complete proceedings, see IR 013 865.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Structures; Cultural Influences; *Epistemology; Heuristics; Piagetian Theory
IDENTIFIERS- Domain Analysis; *Higher Order Learning; *Knowledge

This brief paper argues that structural analysis--an extended form of cognitive task analysis--demonstrates that both domain dependent and domain independent knowledge can be derived from specific content domains. It is noted that the major difference between the two is that lower order rules (specific knowledge) are derived directly from specific domains, and represented as lower order rules, while higher order rules (general cognitive knowledge) are derived indirectly via structural analysis of rules obtained at earlier stages of analysis. It is also argued that all higher order knowledge--except for a very simple goal switching control mechanism--appears in some degree to be tied to content, and that the importance of cultural (or incidental) knowledge in cognitive behavior can be viewed in a similar manner, bearing in mind that such knowledge can also be made explicit. (9 references) (CGD)

ED 308 923 JC 890 361

# Fiscal Data Abstract, 1987-88. California Community Colleges. Report No. 89-02.

**California Community Colleges, Sacramento. Office of the Chancellor.**

PUB DATE- Aug 89
NOTE- 142p.; For previous editions of this report, see ED 225 630, ED 231 469, ED 242 381, ED 254 288, ED 269 108, and ED 283 564.
AVAILABLE FROM- California Community Colleges, Cashier's Office, 1107 Ninth Street, Suite 500, Sacramento, CA, 95814 ($5.00 prepaid).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Average Daily Attendance; Budgets; *Community Colleges; *Educational Finance; *Enrollment; *Expenditures; *Income; State Surveys; Two Year Colleges; Two Year College Students
IDENTIFIERS- *California

This report provides selected 1987-88 data on enrollments and finances in California's community college districts. Parts I and II present headcount enrollment data for fall 1987 and average daily attendance (ADA) figures for credit, noncredit, and apprenticeship programs for fiscal year (FY) 1987-88. Part III offers summaries of first recalculation and second principal apportionments and credit base revenue per ADA. General fund transactions for FY 1987-88 are reported in part IV, along with budgeted general fund transactions for FY 1988-89. Part V presents summaries of general fund revenues for FY 1987-88 and budgeted revenues for FY 1988-89, while part VI presents statewide general fund expenditures by objects and aggregated activities for 1987-88 and budgeted statewide general fund expenditures for FY 1988-89. Summaries of current and budgeted current expense of education are presented in part VII, while part VIII examines general fund expenditures by instructional and support categories. Part IX focuses on additional financial transactions, including those related to governmental, proprietary, and fiduciary funds. A summary of multi-year and five-year trends, a glossary, and a list of districts and colleges are included. (ALB)

ED 308 953 PS 018 130

*Berkowitz, Marvin W.; Keller, Monica*

Longitudinal Predictors of Teacher Ratings of Adolescent Academic and Social Performance.

PUB DATE- Apr 89
NOTE- 11p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Kansas City, MO, April 27-30, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Achievement Rating; Adolescents; Children; Elementary Secondary Education; Foreign Countries; Friendship; Intelligence Quotient; Logical Thinking; Longitudinal Studies; Perspective Taking; *Predictor Variables; *Social Behavior; Socioeconomic Status; *Teacher Student Relationship

This study explored differential patterns of variables at 7 and 9 years of age that predict teacher evaluations of academic and social performance at 15 years of age. A total of 101 Icelandic school children were assessed on a variety of variables at ages 7, 9, 12, and 15. Only two variables significantly entered into the regression equation predicting academic grades. Friendship reasoning at 9 years and Raven IQ at 7 years accounted for nearly 40% of the variance in grades at 15 years. Three variables significantly predicted teacher ratings of 15-year-olds' social behavior. Friendship stage at 9 years, SES at 7 years, and perspective-taking at 9 years accounted for almost 25% of the variance in social behavior at 15 years. It was concluded that teacher ratings of disparate domains such as academic performance and social skills are neither non-overlapping nor isomorphic phenomena. (RH)

ED 308 968 PS 018 156

*Pariser, David*

Normal and Unusual Aspects of Artistic Development in the Juvenalia of Klee, Toulouse-Lautrec and Picasso.

PUB DATE- 27 Apr 89
NOTE- 27p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Kansas City, MO, April 27-30, 1989).
GRANT- SSHRC-451-84-1730
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Creative Art; *Creative Development; Creativity Research; Foreign Countries; *Gifted; *Individual Development; Predictor Variables; *Visual Arts
IDENTIFIERS- *Child Prodigies; Klee (Paul); Picasso (Pablo); Toulouse Lautrec (Henri)

Findings of research seeking predictors of mature creative achievement in the early artistic development of the Swiss painter, Paul Klee; the French painter, Henri Toulouse-Lautrec; and the Spanish painter and sculptor, Pablo Picasso are presented.

Discussion is organized into four sections. The first section offers an overview, rationale, and summary of the research. The second section presents material which illustrates the normal developmental aspects of graphic growth for each of the three artists. The third section illustrates aspects of the apprenticeship process for each of the three, and the fourth section presents those aspects of the record which suggest the presence of significant creative potential. In all three cases juvenalia was defined as material completed up to the age of 20 years. Findings indicated that, when young, all three artists experienced difficulties in mastering spatial organization, proportion, and line control. All copied from popular sources, such as comic strips and calendars. All three had a repertoire of stereotyped images which they used for their own private purposes, like other normal children. Comparison with normal children reveals that the three are distinguished by accelerated acquisition of the graphic stages. In general, thematic preferences evident in the artists' juvenile work were evident in their mature works. (RH)

ED 308 983 PS 018 188

*Capaldi, D. M.*
The Relation of Parenting Transitions to Boys' Adjustment Problems.

PUB DATE- Apr 89
NOTE- 6p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Kansas City, MO, April 27-30, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adjustment (to Environment); *Divorce; *Elementary School Students; Family Problems; Grade 4; *High Risk Students; Intermediate Grades; *Males; Parent Child Relationship; Parent Influence; *Remarriage; Socioeconomic Status

The hypothesis that children are placed at increased risk for adjustment problems when parents divorce and remarry was tested with a sample of 206 boys in the fourth grade. It was also hypothesized that the relation of parenting transitions and boys' adjustment would be mediated by family management practices.

Subjects attended schools in neighborhoods with a relatively high incidence of juvenile delinquency. A child adjustment construct was calculated from seven constructs: antisocial behavior, drug sampling, peer rejection, deviant peer association, poor academic skills, poor self-esteem, and depression. This global adjustment construct was plotted for four groups of subjects: (1) two biological parents; (2) single mothers; (3) stepfather families; and (4) single mother and stepfather families. All other family types were excluded. Boys' adjustment was found to be related in a linear manner to the number of parental transitions. Boys in families who had experienced two or more transitions were at especially high risk for poor adjustment and later delinquency. The relation of child adjustment to parental transitions was partly accounted for by socioeconomic status and mediated by reduced parental monitoring. (RH)

ED 308 773 HE 022 742

*Williford, A. Michael; Moden, Gary O.*

Using Alumni Outcomes Research in Academic Planning. AIR 1989 Annual Forum Paper.

PUB DATE- May 89
NOTE- 25p.; Paper presented at the Annual Forum of the Association for Institutional Research (29th, Baltimore, MD, April 30-May 3, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Alumni; Attitudes; *College Planning; College Programs; *Graduate Surveys; Higher Education; Institutional Research;

*Outcomes of Education; Program Development; Program Effectiveness; Surveys
IDENTIFIERS- *AIR Forum

A centralized, university-wide approach to collecting alumni information was established. The centralized approach provided information with greater potential for utilization, permitted comparisons among university units, and generated information on trends in alumni outcomes from year to year. All alumni in a given class are surveyed in order to generate a large enough response pool. The various uses of alumni research in academic planning are discussed, including: (1) assessing the effectiveness of the general education program; (2) institutional planning and budget review; (3) documenting the need for changes in programs or for new programs; (4) enhancing external funding by documenting alumni success; (5) accreditation review and self-study; and (6) develop and evaluate curricular changes. Contains 11 references. (KM)

ED 308 801 HE 022 932

*Krehbiel, Lee E.; MacKay, Kathleen*
Volunteer Work by Undergraduates. ERIC Digest.
**ERIC Clearinghouse on Higher Education, Washington, D.C.**
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- EDO-HE-88-15
PUB DATE- 88
NOTE- 3p.; Small print.
CONTRACT- ED-RI-88-062014

AVAILABLE FROM- ERIC Clearinghouse on Higher Education, One Dupont Circle, Suite 630, Washington, DC 20036 ($1.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Citizenship Responsibility; College Students; *Community Services; Extracurricular Activities; Higher Education; *Public Service; Student Financial Aid; Student Participation; *Student Volunteers; Undergraduate Study
IDENTIFIERS- ERIC Digests; *Volunteerism

Undergraduate volunteerism work is discussed, noting volunteer service can be a vital part of an undergraduate education. This service has taken many forms over the years, from folding bandages for soldiers at war, to providing tutorial services for elementary and secondary school children, to staffing medical programs in Appalachia. It encompasses paid and non-paid positions, internships or other work resulting in academic credit, and community service. Today, it may also affect student financial and related legislation. In recent years, college students have been described as narcissistic and part of the "me generation," and one study indicates a shift from civic responsibility to self-interest. There are signs, however, that current undergraduates are more altruistic, and institutional initiatives to support student volunteerism are increasing. Direct methods of encouraging student volunteerism are being considered and include an institutional or governmental community service requirement and a financial aid program linked to community service. Several successful programs to encourage undergraduates to volunteer are cited. Proposals under consideration for relating such work to financial aid are as follows: make eligibility grants and loan forgiveness dependent upon volunteer service; resurrect the G.I. Bill, with modifications; and enact legislation linking financial aid eligibility to national youth service programs. Contains 12 references. (SM)

ED 308 854    IR 013 916

*Bender, Evelyn*
Technology in the Service of Creativity: Computer Assisted Writing Project--Stetson Middle School, Philadelphia, Pennsylvania. Final Report.
PUB DATE- 30 Dec 88
NOTE- 70p.; Paper presented at the Eastern Pennsylvania Educational Computing Conference (Valley Forge, PA, March 15, 1989).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Computer Assisted Instruction; Disadvantaged Youth; English Instruction; Feasibility Studies; *High Risk Students; *Learning Resources Centers; Microcomputers; Middle Schools; Minority Groups; Program Evaluation; Questionnaires; School Libraries; Secondary Education; Word Processing; Writing Instruction; *Writing Skills
IDENTIFIERS- Apple IIGS; *Computer Assisted Writing Project PA

The American Library Association's Carroll Preston Baber Research Award supported this project on the use, impact and feasibility of a computer assisted writing facility located in the library of Stetson Middle School in Philadelphia, an inner city school with a population of minority, "at risk" students. The writing facility consisted of five Apple IIGS computer systems with two Imagewriter II printers, provided with matching funds from the Philadelphia School District. Students were regularly scheduled into the writing center. In addition, free time was available. The project was conducted during the 1987-88 school year. Results indicated that the attitude of the students toward writing with computers was very positive. There was an improvement in writing skills. Students' attitude toward the library was positive. There was no apparent change in school attendance. The project proved to be a feasible model for a school library/media center, especially one that serves disadvantaged youngsters; however, more staff time is needed for the additional service. A detailed evaluation of the project, which is appended to the final report, makes up more than half of the document. Copies of both teacher and student questionnaires are included. (Author/CGD)

ED 308 938 PS 018 109

*Nelson-LeGall, Sharon*
Academic Achievement Orientation and Help-Seeking Behavior in Preadolescent Girls.

SPONS. AGENCY- Foundation for Child Development, New York, N.Y.
PUB DATE- 6 Jul 89
NOTE- 17p.; An earlier version of this paper was presented at the Annual Meeting of the American Psychological Society (Alexandria, VA, 1989).

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Coping; Elementary Education; *Elementary School Students; *Females; Grade 4; Grade 6; *Help Seeking; Individual Differences; Problem Solving
IDENTIFIERS- *Mastery Orientation

This study examined help-seeking and achievement behavior in elementary school girls in a problem-solving situation. Classified as high or low in mastery orientation on the basis of their scores on a subset of items on the Intellectual Achievement Responsibility Scale, 40 fourth and sixth grade girls participated in the study. Children's task persistence and help-seeking behaviors were observed while they performed a perceptual/performance cognitive task. The frequency of behaviors that reflected adaptive and unadaptive bids for help was recorded. Results of the study indicated that task persistence measured as the length of time spent working on the task did not vary with grade level or mastery orientation. As predicted, help-seeking behaviors were found to vary with mastery orientation. Girls high in mastery orientation displayed proportionately more adaptive bids for help that focused on solving the task than did their low mastery counterparts. Also as predicted, girls high in mastery orientation viewed help-seeking more favorably as an alternative means of goal-attainment than did low mastery-oriented girls. Results are discussed in terms of individual differences in strategies for coping with stress in achievement settings, and their implications for the assessment of adaptive help-seeking behavior are outlined. (RH)

*Hendricks, J. Thom, Ed.*
Assessment Checklist: A Guide To Strengthen Rural Libraries in Library Cooperation.
PUB DATE- Sep 88
NOTE- 34p.; Paper presented at the Annual Conference of the National Rural Education Association (80th, Bismarck, ND, September 24-28, 1988). This is a modified version of a checklist originally written by Robert N. Case (Lancaster, Pennsylvania Public Library) in 1980.
AVAILABLE FROM- North Dakota State Library, Reference Dept., 604 E. Blvd., Bismarck, ND 58505 (free while supply lasts).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - Bibliographies (131) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Check Lists; Community Coordination; Guidelines; Library Administration; *Library Cooperation; Library Networks; *Library Planning; Library Role; *Library Standards; *Public Libraries; *Rural Areas; *Self Evaluation (Groups)

Since no local library can meet the information needs of the community on its own, librarians and local policymakers must look to other existing agencies and channels for support. In every locale are agencies, organizations, and governmental and social service units that daily gather, compile, and disseminate information as one of their missions. Aggressive action by local library administrators will foster an effective program of local cooperation with others in the information business. This manual presents a 99-item checklist for self-assessment by rural librarians and library boards. The checklist contains five sections: (1) assessing library mission statements and the roles and attitudes of librarians and policy boards; (2) assessing library policies and procedures that reflect biases or that encourage equal access to information; (3) assessing library facilities and materials; (4) assessing community needs and resources; and (5) assessing existing or possible cooperative networks and support structures. An appendix contains a bibliography on rural library cooperation listing 97 books and journal articles published since 1970. (SV)

ED 309 023 RC 017 153

*Gutierrez, Lorraine*
Culture and Consciousness in the Chicano Community: An Empowerment Perspective.
PUB DATE- Aug 88
NOTE- 18p.; Paper presented at the Annual Conference of the American Psychological Association (96th, Atlanta, GA, August 12-16, 1988). The data used in this paper were made available by the Inter-University Consortium for Political and Social Research.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Information

Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Cultural Awareness; Cultural Images; Cultural Influences; Ethnicity; Ethnic Relations; Factor Analysis; *Group Unity; *Mexican Americans
IDENTIFIERS- *Chicanos; *Empowerment

Theories of empowerment propose how individuals can increase their personal, interpersonal, and political power in order to take action to improve their lives. Empowerment requires development of a new self-concept composed of three mutually reinforcing cognitive components: (1) group identification; (2) stratum consciousness; and (3) self- and collective efficacy. This study investigates the initial development of empowerment in the Chicano community, which is composed of new immigrants and descendants of natives, English and Spanish speakers, and includes heritage- and nonheritage-oriented individuals. The empowerment process may be difficult to implement among Chicanos because of this heterogeneity. Ethnic identity is multidimensional and has two major dimensions, cultural and political. Factor and multiple classification analyses were conducted on data from the "Mexican Origin People in the United States: The 1979 Chicano Study" which drew a sample of 991 persons of Mexican descent living in the Southwest and in Chicago, Illinois. The purpose of the survey was to test three hypotheses: (1) social identity in Chicanos will take one of two forms, cultural or political; (2) cultural identity will be associated with immigrant status, Spanish dominance, lower education, and high ingroup/low outgroup contact; and (3) political identity will be associated with native born status, English dominance, higher education, and high ingroup/high outgroup contact. The first two hypotheses were supported by analyses of the data. Results of the study suggest that immigrant Chicanos may develop a sense of ethnic identity more readily and engage in the process of empowerment more easily than native born Chicanos. This paper contains 4 tables and 21 references. (ALL)

*Lesikin, Joan*
The Social Consequences of Evaluating ESL Writing.
PUB DATE- Mar 89
NOTE- 17p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (23rd, San Antonio, TX, March 7-11, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; *English (Second Language); Higher Education; *Outcomes of Education; Second Language Instruction; Socialization; Social Status; *Student Role; *Teacher Role; *Writing Evaluation
IDENTIFIERS- *Hegemony Theory

The social implications of evaluating the writing of English-as-a-Second-Language (ESL) students are discussed in the context of the Hegemony Theory, a radical critical view of schooling, which identifies schools as an agency of socialization. This theory, based on ethnographic research that suggests students receive different kinds of education depending on social class, suggests that the roles that teachers and students play in the classroom trains the students for later roles in society. ESL writing teachers must sensitize themselves to these social implications by looking into three areas: (1) who establishes the evaluation criteria, (2) what the evaluation criteria are, and (3) how the evaluation criteria are used, including when evalution is carried out and by whom. (DJD)

ED 308 758 HE 022 533

*Smart, John C., Ed.*
Higher Education: Handbook of Theory and Research. Volumes III and IV.
SPONS. AGENCY- Association for Institutional Research.; Association for the Study of Higher Education.
REPORT NO.- ISBN-0-87586-080-X; ISBN-0-87586-086-9
PUB DATE- 87
NOTE- 928p.
AVAILABLE FROM- Agathon Press, Inc., 111 Eighth Avenue, New York, NY 10011 ($48.00, Vol III; $54.00, Vol IV).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Books (010)
DESCRIPTORS- Change Strategies; College Administration; *College Faculty; Decision Making; Developing Nations; Educational Economics; *Educational Theories; Enrollment Trends; Faculty College Relationship; Foundations of Education; Governance; Graduate Study; *Higher Education; Institutional Survival; Leadership; Moral Development; Outcomes of Education; Policy Formation; Professional Continuing Education; Research Methodology; State Standards; Student Rights

Two volumes of a handbook on theory and research in higher education are presented. The 11 papers included in Volume III are as follows: "Qualitative Research Methods in Higher Education" (R. Crowson); "Bricks and Mortar: Architecture and the Study of Higher Education" (J. Thelin and J. Yankovich); "Enrollment Demand Models and Their Policy Uses in Institutional Decision Making" (W. Weiler); "State Regulation and Campus Autonomy" (J. F. Volkwein); "Administrative Leadership in Higher Education" (C. Fincher); "Department Reviews for Product Improvement in Higher Education" (E. Wilson); "Diversity in University Governance: Attitudes, Structure, and Satisfaction" (D. Whetten and K. Bettenhausen); "The Influence of College on Moral Development" (L. Nucci and E. Pascarella); "An Analysis of Student Academic Rights" (D. Young and M. Braswell); "The Expansion of Higher Education Enrollments in Agrarian and Developing Areas of the Third World" (W. Maxwell); and "The Organization and Provision of Continuing Professional Education: A Critical Review and Synthesis" (R. Cervero and W. Young). The nine papers in Volume IV are: "The College Environment Revisited: A Review of Research and Theory" (L. Baird); "Outcomes, Assessment, and Academic Improvement: In Search of Usable Knowledge (P. Ewell); "Higher Education and Work in Europe" (U. Teichler); "Fiction to Fact: College Novels and the Study of Higher Education" (J. Thelin and B. Townsend); "Strategy and Resources: Economic Issues in Strategic Planning and Management in Higher Education" (J. Hearn); "Faculty Vitality: Context, Concerns, and Prospects" (S. Clark and D. Lewis); "Faculty Participation in Strategic Policy Making" (D. Dill and K. Helm); "The Conceptual Foundations of Organizational Culture" (K. Cameron and D. Ettington); and "Graduate Education as an Area of Research in the Field of Higher Education" (G. Malaney). (SM)

ED 308 815 IR 013 875

*Grabowski, Barbara L.*
Reflections on Why Media Comparison Studies Continue To Be Conducted--with Suggested Alternatives.
PUB DATE- Feb 89
NOTE- 9p.; In: Proceedings of Selected Research Papers presented at the Annual Meeting of the Association for Educational Communications and Technology (Dallas, TX, February 1-5, 1989). For the complete proceedings, see IR 013 865. For related papers, see IR 013 873-878.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Ability; Comparative Analysis; *Computer Assisted Instruction; Cost Effectiveness; *Interactive Video; *Intermode Differences; *Media Research; *Student Motivation; Videodisks

This paper discusses media comparison studies and reasons that research of this nature is pursued, especially in the area of computer-based interactive video (CBIV). Three scenarios are presented to demonstrate instances in which the knowledge of the relative effectiveness of CBIV is important and useful: (1) the case of the administrator who requires data to help make an informed decision about major budget expenditure, i.e., macro media acquisition decisions; (2) the well designed research results that are misrepresented, very often because of ignorance on the part of the researchers; and (3) student studies that are loosely conceptualized, with a resulting proliferation of trivialized media comparison studies. It is postulated that for the main question posed in each of these scenarios, i.e., whether CBIV is effective, there are two underlying questions integral to the scenarios, whether interactive video is effective, and whether CBIV is cost-effective. It is suggested that additional studies should be conducted to compare media from an economic standpoint, and to emphasize to administrators that they actually need data on the cost of CBIV in order to determine its effectiveness. In addition, factors that enable or prohibit the medium from reaching its potential for delivering effective instruction are identified and divided into two categories, non-media-related and media-related. Finally, three important interrelated areas of study described as the new points of emphasis in considering media effectiveness are examined: instructional and motivational strategies research; message design research; and intra-medium studies. (7 references) (CGD)

ED 308 828                                IR 013 888

*Milheim, William D.*

Perceived Attitudinal Effects of Various Types of Learner Control in an Interactive Video Lesson.

PUB DATE- Feb 89
NOTE- 23p.; In: Proceedings of Selected Research Papers presented at the Annual Meeting of the Association for Educational Communications and Technology (Dallas, TX, February 1-5, 1989). For the complete proceedings, see IR 013 865.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Analysis of Variance; Attitude Measures; *Computer Assisted Instruction; Higher Education; *Interactive Video; *Intermode Differences; Learning Strategies; Likert Scales; Media Research; *Pacing; Photography; *Sequential Learning; *Student Attitudes; Surveys
IDENTIFIERS- *Learner Control

Student attitudes were investigated in an attempt to determine systematic attitudinal differences among various types of instructional control. Ninety-nine undergraduate students from a basic educational media course volunteered for this study. Six interactive video lessons--covering basic technical aspects of 35 millimeter photography--were designed; they combined visuals and sound from the videodisc and text from the computer. The design of these materials allowed for either program or learner control of pacing, as well as program or learner control of sequence, thereby establishing four treatment groups: learner control of pacing and sequence; learner control of pacing/program control of sequence; program control of pacing/learner control of sequence; and program control of pacing and sequence. The attitudinal instrument--composed of nine Likert-scale items and an open-ended question asking for additional comments about the instructional program--was given to all subjects. In general, attitudes toward learner control revealed in this study support earlier research and demonstrate positive effects for both types of learner control and no change as compared to program control. Student attitudes toward the use of interactive video systems were consistently high across all groups, with students giving high ratings to the use of videodisc and generally to the text from the computer. This support was reflected both in the Likert items and the open-ended question.

However, there were no statistical differences between the different types of instructional control for the interactive video system. (19 references) (CGD)

*Simonson, Michael R.; And Others*
Satellite Communications and High School Education: Perceptions of Students, Teachers, and Administrators.
PUB DATE- Feb 89
NOTE- 32p.; In: Proceedings of Selected Research Papers presented at the Annual Meeting of the Association for Educational Communications and Technology (Dallas, TX, February 1-5, 1989). For the complete proceedings, see IR 013 865.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Attitudes; *Communications Satellites; Curriculum Development; *Delivery Systems; Distance Education; Human Factors Engineering; Man Machine Systems; Secondary Education; *Student Attitudes; Surveys; *Teacher Attitudes

A series of research studies completed during 1988 examined the efficacy of the use of satellite technology as a delivery system of high school courses for credit from the perspective of three different interest groups: school superintendents, students, and leaders of teacher and school administrator organizations. Data from each of the study groups were gathered through the use of a unique survey instrument. The major questions examined in the three-part study of school superintendents related to the current status of the use of the technology; the attitudes held by superintendents toward this particular application of satellites; the immediate, short-term plans of the schools for using satellites; and the ways in which satellite courses should be administered. The student survey addressed such issues as characteristics of students enrolling in satellite courses; the reasons students have enrolled in these courses; their perceptions of the strengths and weaknesses of interactive satellite instruction; and the perceived difficulties and benefits of taking satellite courses. The final study, which surveyed teachers and school administrators, explored the appropriateness of the use of the technology for this purpose; the probable impact on the teaching profession and on the school curriculum; and the adequacy of quality control when satellite courses are delivered. The results of all three studies indicated that satellite technology generally received a positive but cautious endorsement, and that it was felt to be particularly practical in the distance education situation. (3 references) (CGD)

Matrix for Curriculum Planning in Library Media and Information Skills Education. Bulletin No. 9288.

**Wisconsin State Dept. of Public Instruction, Madison.**

PUB DATE- 89
NOTE- 41p.
AVAILABLE FROM- Publication Sales, Wisconsin Department of Public Instruction, 125 South Webster Street, P.O. Box 7841, Madison, WI 53707-7841.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cooperative Planning; *Course Integrated Library Instruction; Critical Thinking; *Curriculum Development; Elementary Secondary Education; Learning Resources Centers; Matrices; State Curriculum Guides
IDENTIFIERS- *Information Skills; Librarian Teacher Cooperation; Wisconsin

This guide is designed to be used as a planning tool in the development of library media and information skills curricula that will teach students in grades K-12 how to make effective use of information both in the classroom and throughout their lives. The matrix organizes competencies and skills described in Wisconsin Department of Public Instruction teaching guides for English language arts, mathematics, reading, science, and social studies to help teachers and library media specialists develop integrated programs. More than 900 competencies and skills relating to library media and information access have been extracted from these guides, grouped under the following major concepts, and then further subdivided by types of skill: (1) location of information; (2) selection, evaluation, and synthesis of information; (3) organization of information; (4) presentation of information; and (5) enjoyment of literature. A number of statements from the curriculum guides about library media centers, materials selection, media use, computer use, literature and reading, and thinking skills are included. (MES)

ED 308 884 IR 052 996

*Eisenberg, Michael B.*
Trends in Library and Information Science: 1989. ERIC Digest.
**ERIC Clearinghouse on Information Resources, Syracuse, N.Y.**
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- EDO-IR-89-7
PUB DATE- Sep 89
NOTE- 4p.; This digest is based on the synthesis paper, "Trends and Issues in Library and Information Science," by Michael B. Eisenberg, Carolyn K. Trombly, and Lindsay D. Ruth, which is available from Information Resources Publications, 030 Huntington Hall, Syracuse University, Syracuse, NY 13244-2340 (IR-81, $4.00 plus $1.50 shipping and handling).
CONTRACT- RI88062008
AVAILABLE FROM- ERIC Clearinghouse on Information Resources, 030 Huntington Hall, Syracuse University, Syracuse, NY 13244-2340 (free while supply lasts).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Content Analysis; Elementary Secondary Education; Higher Education; *Information Science; Learning Resources Centers; *Librarians; Library Automation; Library Education; Library Planning; Library Role; *Library Science; Media Specialists; Optical Data Disks
IDENTIFIERS- ERIC Digests

Based on a content analysis of professional journals, conference proceedings, ERIC documents, annuals, and dissertations in library and information science, the following current trends in the field are discussed: (1) there are important emerging roles and responsibilities for information professionals; (2) the status and image of librarians remains a major concern across the library professions; (3) professional education programs are being challenged to balance the need to provide training in specific areas while also developing comprehensive, coordinated programs covering all areas of information science; (4) libraries of all types are incorporating planning processes into their management activities; (5) "Information Power," the new guidelines for school library media programs, is already having a major impact on the field; (6) technology has an impact on the presentation of information and related information services; (7) advances in technology result in major, highly visible changes in library and information work; (8) new research efforts in information systems include integrating various formats and structures in a single system, developing sophisticated user interfaces, and the application of artificial intelligence to information systems; (9) CD-ROM has emerged as a major technology for providing access to a range of information systems, such as bibliographic retrieval systems, databases, library catalogs, and full-text systems. (11 references) (MES)

ED 308 897 JC 890 328

*Head, Ronald B.*

PVCC "Market Share" of Selected High Schools Graduating Class of 1988. Research Report No. 6-89.

**Piedmont Virginia Community Coll., Charlottesville, VA. Office of Institutional Research and Planning.**

PUB DATE- Jul 89
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Attendance; *College Bound Students; Community Colleges; *Enrollment Projections; *High School Graduates; Noncollege Bound Students; Student Recruitment; Two Year Colleges

In 1989, a study was conducted at Piedmont Virginia Community College (PVCC) to assess the effectiveness of the college's recruitment efforts by determining the college's "market share" of local high school graduates; i.e., the percentage of PVCC students who were recent graduates of public high schools within PVCC's service region. Specifically, the study sought to determine the number of 1988 high school graduates who enrolled at PVCC in 1988-89, the number who enrolled full time, the number of 1988 graduates from each high school, PVCC's market share of each high school's graduating class, and enrollment trends. Study findings included the following: (1) PVCC enrolled over 20% of the 1988 graduates from four of the eight high schools in its service region; (2) although PVCC's total market share for all high school graduates increased between 1987-88 and 1988-89, the full-time market share fell from 12% to 10.7%; (3) the number of high school graduates in PVCC's service region increased by approximately 1.3% between 1987-88 and 1988-89; and (4) of the 464 recent high school graduates who enrolled at PVCC in 1988-89, 49.6% enrolled full time and 69.4% had graduated from one of the eight high schools in the college's service area. (ALB)

ED 308 911                    JC 890 347

*Gallegos, Sandra*
Evaluation of the Child Care Class for Older Adults.
**De Anza Coll., Cupertino, Calif.**
PUB DATE- 89
NOTE- 90p.; ABODE Project evaluation made possible by a grant from the Valley Foundation.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adult Programs; *Child Caregivers; Child Care Occupations; Community Colleges; Employer Supported Day Care; *Intergenerational Programs; Needs Assessment; *Older Adults; Program Development; Program Evaluation; Program Implementation; School Community Relationship; Two Year Colleges
IDENTIFIERS- *ABODE Program

In 1986, the Ability Based on Older Dependable Experience (ABODE) Program was developed at De Anza College to train older adults to serve as a temporary source of child care on an emergency basis. The program was sponsored by Tandem Computers, Incorporated, out of a desire to provide better employee benefits with respect to child care. The program was designed to open new employment opportunities to older adults, while alleviating the child care crisis in Santa Clara County. This evaluation of the ABODE Program contains the following: (1) introductory information; (2) a history of the ABODE Program, including an assessment of the needs of older adults, working parents, and the community, as well as a statement of ABODE's long- and short-term goals; (3) an outline of the steps involved in the implementation of the program; (4) information on the recruitment of students through advertising efforts directed at churches and community service organizations; (5) a discussion of the roles played by various child care resource and referral agencies; (6) results of an evaluation of the program by 34 ABODE graduates; (7) a discussion of unmet expectations of the program; (8) recommendations for advertising, holding alumni activities, investigating job opportunities, expanding the role of the advisory board, curriculum development, and improving the referral system; and (9) guidelines for establishing a child care program for older adults. Appendixes contain legislative information; budget information; application, interview, and referral forms; promotional materials; a course outline; and the ABODE evaluation questionnaire. (JMC)

ED 308 997 RC 016 913

*Castle, Emery, Ed.; Baldwin, Barbara, Ed.*
National Rural Studies Committee: A Proceedings (1st, Hood River, Oregon, May 24-25, 1988).
**Western Rural Development Center, Corvallis, Oreg.**
SPONS. AGENCY- Kellogg Foundation, Battle Creek, Mich.
PUB DATE- Jun 88
NOTE- 86p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Area Studies; *Conservation (Environment); *Economic Development; Economic Factors; Employment Patterns; Pastoral Literature; *Rural Areas; Rural Development; *Rural Economics; Rural Population; Stress Variables; United States Literature
IDENTIFIERS- *Columbia River Gorge; National Rural Studies Committee; *Pacific Northwest

The purposes of the National Rural Studies Committee (NRSC) are to develop a comprehensive and coherent framework for viewing rural area problems, and to provide legitimacy for rural studies as an academic field of specialization. This first NRSC meeting focused on the picture of rural America drawn in American literature, the nature of employment in rural areas, major issues affecting rural economic development, the stresses of rural living, characteristics of the Pacific Northwest, and preservation of the Columbia River Gorge. Presentations included (1) "Country Books, City Writers: America's Rural Literature" by W. Howarth; (2) "Country Bards and Town Reviewers" by L. Hudson; (3) "Non-Extractive Employment Outside Metropolitan Areas" by E. S. Mills and G. Chodes; (4) "Rural Economic Development: Opportunities and Obstacles" by S. Batie; (5) "Beyond the Rural Population Turnaround: Implications for Rural Economic Development" by D. L. Brown; (6) "Meadows and Mountains, Fields and Forests, Storms and Stresses--The Rural Picture" by M. B. Lamberts; (7) "Rural Economic Development" by P. M. Cunningham; (8) "The Pacific Northwest: Physical, Economic, and Social Characteristics" by T. J. Maresh; (9) "Forces that Led to the Establishment of the Columbia River Gorge Commission" by S. Hansell; (10) "Visions, Change, and Worlds in the Columbia River Gorge" by A. L. Gallagher; and (11) "Traditional Industries of the Columbia River Gorge" by P. E. Crawford. (SV)

ED 309 054                    SE 050 707

*Clark, Mary*

Biological and Health Sciences: Report of the Project 2061 Phase I Biological and Health Sciences Panel.

**American Association for the Advancement of Science, Washington, D.C.**

SPONS. AGENCY- Andrew W. Mellon Foundation, New York, N.Y.; Carnegie Corp. of New York, N.Y.
REPORT NO.- AAAS-89-02S; ISBN-0-87168-343-1
PUB DATE- 89
NOTE- 43p.; For other Project 2061 panel reports, see SE 050 708-711; for overview and summary, see SE 050 712-713.
AVAILABLE FROM- AAAS Books, Dept. 2061, P.O. Box 753, Waldorf, MD 20604 (for price, contact AAAS offices; quantity prices available).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Biological Influences; *Biological Sciences; *Ecology; Elementary School Science; Elementary Secondary Education; Environmental Education; *Evolution; *Fundamental Concepts; Futures (of Society); Science Course Improvement Projects; Scientific Concepts; *Scientific Literacy; Secondary School Science
IDENTIFIERS- *Project 2061 (AAAS); *Science Policy

This is one of five panel reports that have been prepared as part of the first phase of Project 2061, a long-term, multipurpose undertaking of the American Association for the Advancement of Science designed to help reform science, mathematics, and technology education in the United States. Major sections included are: (1) "Rationale"; (2) "A Conceptual Framework for Biology"; (3) "Human Biology" (discussing the human organism and its life cycle); (4) "The Evolution of Diverse Life-Forms"; (5) "Environmental Biology" (discussing the role of green plants and the ecosystem); and (6) "Human Ecology" (dealing with photosynthesis, recycling, pollution, and sustainable agriculture). The members of the panel and consultants are listed. (YP)

ED 309 069 SE 050 722

*Borasi, Raffaella*
Students' Constructive Uses of Mathematical Errors: A Taxonomy.

SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- 89
NOTE- 36p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
GRANT- MDR-8651582
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classification; Definitions; *Error Patterns; Mathematical Concepts; *Mathematical Vocabulary; *Mathematics Instruction; Mathematics Skills; Problem Solving; Protocol Analysis; Secondary Education; *Secondary School Mathematics

The purpose of this study is to contribute to an understanding of how errors could be employed in mathematics instruction so that the students use them constructively in support of their learning of mathematics. A teaching experiment was designed to create an ideal context in which the pedagogical approach to errors as springboards could be applied constantly. The teaching experiment was organized as 10 lessons on mathematical definitions for two 11th-grade female students. Twenty mathematical errors were recorded and analyzed. The error activities identified and described are different from learning goals and outcomes. A taxonomy of constructive uses of errors was developed based on level of mathematics discourse and stance of learning. Eight potential benefits associated with errors as springboards were generated from the analysis of error activities. (YP)

ED 309 085 SE 050 741

*Blank, Rolf K.*
Science and Mathematics Indicators: Conceptual Framework for a State-Based Network.
**Council of Chief State School Officers, Washington, D.C.**
PUB DATE- Dec 86
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Assessment; Educational Improvement; Educational Quality; Elementary School Mathematics; Elementary School Science; Elementary Secondary Education; *Excellence in Education; Mathematics Achievement; Mathematics Education; Science Education; *Science Projects; *Science Supervision; Secondary School Mathematics; Secondary School Science; *State Programs
IDENTIFIERS- *Mathematics Indicators; *Science Indicators

This paper outlines the rationale and basic design for the development of a state-based network for improving indicators of precollege science and mathematics education. The historical background for improving the indicators of the federal and state levels are described. Five elements of a conceptual framework for the network are discussed. These include: (1) "Defining and Identifying Indicators"; (2) "Current Goals for Improving Science and Mathematics Education"; (3) "Using Existing Frameworks and Model Indicators"; (4) "Building on the CCSSO Model of Educational Indicators"; and (5) "Responding to Needs of States." Three phases of this project are discussed. Six categories of the indicators of science and mathematics are listed and described, including student outcomes, instructional time, curriculum content, school conditions, teacher quality, and resources. A total of 15 references are listed. (YP)

ED 308 716 FL 018 080

*Hyams, Nina*
The Core/Periphery Distinction in Language Acquisition.
PUB DATE- Oct 87
NOTE- 23p.; Paper presented at the Annual Meeting of the Eastern States Conference on Linguistics (4th, Ohio State University, October 2-4, 1987). The complete Proceedings are available from the Dept. of Linguistics, Ohio State University, Columbus.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Language; Difficulty Level; Error Patterns; *Language Acquisition; *Language Patterns; Language Research; *Language Universals; *Linguistic Theory; *Morphology (Languages); Verbs
IDENTIFIERS- *Inflection (Grammar); Markedness

Outside the core grammar, the set of "peripheral" or marked properties of a language include exceptions or relaxations of the settings of core grammar and the idiosyncratic features of the language governed by particular lexical items. The core/peripheral distinction has direct implications for grammatical development in children. The effects of the core/periphery distinction in actual language acquisition are explored, and it is suggested that this theoretical distinction explains a number of properties of real-time acquisition. It is demonstrated that core and peripheral aspects of grammar are acquired differently and that the latter poses a more substantial learning problem for the child. The evidence considered comes from the acquisition of inflectional morphology. Acquisition of verbal inflection is discussed, proposing that the variability in the grammatical status of inflection across languages accounts for its relative ease or difficulty of acquisition. The second section addresses markedness and acquisition, drawing on evidence from agrammatic aphasics that supports the analysis of inflection proposed earlier. (MSE)

ED 308 789 HE 022 758

*Liebmann, Jeffrey D.*
The Future Institutional Research Office: Brave New Workplace or Electronic Sweatshop? AIR 1989 Annual Forum Paper.
PUB DATE- May 89
NOTE- 23p.; Paper presented at the Annual Forum of the Association for Institutional Research (29th, Baltimore, MD, April 30-May 3, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administration; Computers; *Futures (of Society); Higher Education; Information Technology; *Institutional Research; Labor Market; *Office Automation; Organizational Change; *Organizational Theories; Technological Advancement; *Work Environment
IDENTIFIERS- *AIR Forum

Information technology is changing the workplace. Forecasts range from wondrous visions of future capabilities to dark scenarios of employment loss and dehumanization. Some predict revolutionary impacts, while others conclude that the way we do business will change only gradually if much at all. The less positive visions of the future workplace are reviewed here, in the context of the ways in which changes in the academic workplace mirror those of business, with a 5- to 10-year lag. It is felt that institutional research offices could suffer, based on recent works on the negative aspects of office automation. The following topics are discussed in particular: (1) downsizing; (2) use of part-time and "gold collar" workers--both part-time low-skill workers and experts who work as independent contractors; (3) redistribution of jobs; (4) reduced quality of work life; (5) increased monitoring of employee effort; (6) health-related problems and stress; and (7) the future institutional research office. Contains 17 references. (Author/KM)

ED 308 924                                JC 890 362

Reporting Manual for Florida Community Colleges.
**Florida State Board of Community Colleges, Tallahassee.**
PUB DATE- Jun 88
NOTE- 644p.; For a related document, see ED 192 844.
LANGUAGE- English
EDRS Price - MF03/PC26 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Budgeting; Classification; College Programs; *Community Colleges; Costs; Courses; *Data Collection; Educational Finance; Enrollment; *Financial Audits; *Management Information Systems; Records (Forms); School Accounting; Staff Utilization; State Colleges; State Departments of Education; *State Standards; Statewide Planning; Two Year Colleges
IDENTIFIERS- *Florida

Uniform procedures, terminology, definitions, forms, and instructions are presented to aid individual Florida community colleges in completing state reporting requirements. Following introductory information concerning the Community College Management Information System (CCMIS) the manual explains the purpose and characteristics of the Community College Information Classification Structure (CCICS), the standardized structure by which data from the 28 community colleges in Florida are uniformly organized according to a hierarchy of functions and activities. The next sections provide detailed information on the purposes, forms, and submission requirements for each of the reports to be submitted by the colleges to the State Board of Community Colleges. These include the operating budget, annual financial report, quarterly financial reports, cost analysis system and reports, schedule of student fees, facilities inventories, student database, annual personnel report, full-time equivalent enrollment report, acceleration report, program review reporting system, annual enrollment headcount package, placement and follow-up reports, feedback reports and entry-level testing, college annual reports series, and the Integrated Postsecondary Education Data System (IPEDS) finance report. Appendixes include a chart showing reporting requirements, IPEDS information, CCMIS data transmittal requirements, instructions and forms for other required reports, and facilities inventory update examples. (ALB)

ED 308 954 PS 018 134

*Senechal, Monique*
Solving Word Problems about Time: The Effects of Speed and Space Information.

PUB DATE- Apr 89
NOTE- 10p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Kansas City, MO, April 27-30, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; *Age Differences; *Difficulty Level; Elementary Secondary Education; *Error Patterns; Foreign Countries; Preadolescents; *Problem Solving; Space; *Time; *Word Problems (Mathematics)
IDENTIFIERS- Canada; Speed

This study investigated how preadolescents and adolescents solve problems involving three temporal dimensions. Specifically examined was the question of whether speed and space information would influence the time judgments of 90 subjects 9, 12, and 15 years of age who solved 16 word problems describing the displacements of two cars. The problems included either relative orders of succession or included one order of succession and the relative duration of the events. Each problem was presented twice: once with speed information and once wih space information. Participants deduced either the relative duration, or the relative beginning or ending times of the events. Duration judgments and order of succession judgments were compared. Findings indicated that older children made more correct judgments than younger children. As predicted, certain problems were facilitated when presented with speed information and were more difficult when presented with space information. The effect was reversed for the other problems. Participants had more difficulty reconstructing the beginning time of an event than deducing the ending time. Results support the notion that specific relations exist between the concepts of time, speed, and space. Time judgments may be hindered if these relations conflict. (RH)

ED 309 038 SE 050 669

*Arnott, Michael*
The Biogas/Biofertilizer Business Handbook. Third Edition. Appropriate Technologies for Development. Reprint R-48.
**Peace Corps, Washington, DC. Information Collection and Exchange Div.**
PUB DATE- Jul 85
NOTE- 193p.; Drawings may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Agricultural Skills; Biological Influences; Energy Conservation; *Energy Management; *Fertilizers; *Guides; *Natural Resources; *Science Careers; Science Consultants; *Scientific and Technical Information; Technology
IDENTIFIERS- *Biofuels; Peace Corps

This book describes one approach to building and operating biogas systems. The biogas systems include raw material preparation, digesters, separate gas storage tanks, use of the gas to run engines, and the use of the sludge as fertilizer. Chapters included are: (1) "Introduction"; (2) "Biogas Systems are Small Factories"; (3) "The Raw Materials of Biogas Digestion"; (4) "The Daily Operation of a Biogas Factory"; (5) "The Once a Year Cleaning of the Digester"; (6) "Tanks and Pipes: Storing and Moving Biogas"; (7) "The Factory's Products: Biogas"; (8) "The Factory's Products: Biofertilizer"; (9) "The ABCs of Safety"; and (10) "Conclusion: Profiting from an Appropriate Technology." Many diagrams are provided throughout this handbook. New ideas, composting, bioinsecticides, ferrocement, facts and figures, sources and resources, feasibility studies, problem solving, and vocabulary are presented in the appendices. (YP)

ED 308 731 HE 022 162

*Wehrly, Bea*
Toward a Multicultural Partnership in Higher Education.
PUB DATE- 8 Apr 88
NOTE- 25p.; Paper presented as a Western Illinois University Faculty lecture (Macomb, IL, April 8, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Access to Education; *Cultural Awareness; Cultural Interrelationships; Curriculum Development; Demography; Enrollment Trends; *Equal Education; Ethnicity; Higher Education; Intercultural Programs; Intergroup Education; *Minority Groups; *Multicultural Education

Changes in the composition of the group moving through the educational system will change the system faster than anything else, and it is noted that drastic population shifts are on the horizon. Half of the 50 states now have school populations that are 25% nonwhite, and by the year 2000, one in three in the United States will be a minority. The current demographics of cultural pluralism that will increasingly impact higher education are presented as related to the nation, the state of Illinois, and Western Illinois University. The enigma of declining enrollments of minority students is noted. The challenges of being culturally different in a predominantly white U.S. college are discussed, noting that many minority students feel they must give up their cultural identity in order to succeed in contemporary institutions of higher education. It is important to broaden the cultural base of the required curriculum and help the students feel respect for their cultural heritages in order to develop positive identifications with the colleges and universities they are attending. Several possibilities for meeting the challenges of campus cultural diversity are reviewed. Overviews of the backgrounds brought to higher education and the special needs of various minority groups are presented. Contains 31 references. (Author/SM)

ED 308 745 HE 022 517

*Higbee, Jeanne L.; And Others*
Institutional Responsibility for Meeting the Needs of Underprepared Students. Caucus Session.

PUB DATE- Mar 89
NOTE- 18p.; Paper presented at the Annual Convention of the American College Personnel Association (Washington, DC, March 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Ability; Academic Failure; College Bound Students; *College Preparation; College Students; Counseling; Educationally Disadvantaged; Higher Education; *High Risk Students; *Institutional Role; Potential Dropouts; Student Development; Student Needs; *Student Personnel Services

Institutional responsibility for assisting underprepared students was discussed in a caucus session. Four questions were addressed as follows: (1) to what extent should colleges and universities be responsible for ameliorating academic deficiencies among high risk students? (2) should separate facilities be established to serve high risk students, or can their needs be met by existing offices and staff position? (3) how can student development professionals meet the counseling needs of these students? and (4) are there steps college and university personnel can be taking to improve academic preparation at the elementary, middle, and high school levels? The consensus among participants in the caucus was that it is the responsibility of institutions of higher education to ameliorate academic deficiencies, and this responsibility does not rest solely with community colleges and other open access institutions. A college or university is responsible for providing those support services necessary to facilitate the success of the students it recruits. While separate facilities and programs may stigmatize high risk students, they may be more likely to serve all the needs of the underprepared. Counselors and advisors can more effectively meet the needs of underprepared students by creating programs which foster the development of the whole person rather than limiting themselves to traditional academic concerns. College and university personnel can reach down to provide programs which enhance skill development and promote positive attitudes toward education among younger students. Contains 81 references. (SM)

ED 308 774 HE 022 743

*Volkwein, J. Fredericks; And Others*
The Impact of Employment on the Academic Achievement of Full-Time Community College Students. AIR 1989 Annual Forum Paper.
PUB DATE- May 89
NOTE- 20p.; Paper presented at the Annual Forum of the Association for Institutional Research (29th, Baltimore, MD, April 30-May 3, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; College Students; Community Colleges; *Full Time Students; *Grade Point Average; Institutional Research; Performance Factors; *Student Employment; Two Year Colleges
IDENTIFIERS- *AIR Forum

Is college student academic performance harmed by competing employment obligations? At what point do the hours spent on the job begin to interfere with the predicted academic achievement of full-time students? This study addresses these questions by analyzing data collected from students at two non-residential community colleges. Using an outcomes model that treats student grade point average (GPA) as a product of pre-college variables on the one hand and of campus experiences and student effort on the other, both descriptive statistics and multivariate analysis are used to examine the impact of hours of employment on student grades. The results suggest that: (1) there is not a relationship between hours of employment and student outcomes, such as GPA, even among younger students; (2) even high levels of employment do not seem to have a negative impact; and (3) the hours spent in academic study appear to be more influential than the hours spent working. Contains 19 references. (Author/KM)

ED 308 855 IR 014 063

*Reed, Mary Hutchings*
Videotapes: Copyright and Licensing Considerations for Schools and Libraries. ERIC Digest.
**ERIC Clearinghouse on Information Resources, Syracuse, N.Y.**
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- EDO-IR-89-1
PUB DATE- Jun 89
NOTE- 4p.
CONTRACT- RI88062008
AVAILABLE FROM- ERIC Clearinghouse on Information Resources, 030 Huntington Hall, Syracuse University, Syracuse, NY 13244-2340 (free while supply lasts).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Information Analysis/State-of-the-Art

Materials - ERIC Information Analysis Products (071)
Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Classrooms; *Copyrights; Elementary Secondary Education; Guidelines; Higher Education; Intellectual Property; *Legal Problems; *Legal Responsibility; Librarians; *Libraries; Library Services; Library Technical Processes; Media Specialists; *Videotape Recordings
IDENTIFIERS- *Copyright Act 1978; ERIC Digests
Much of the concern among librarians and educators as to the legality of library lending and classroom use of copyrighted videotapes is the result of "Home Use Only" labeling and other information supplied by the Motion Picture Association of America and some of its members. Much of this labeling and information is misleading and inapplicable to libraries and schools. This document provides guidelines for interpreting the Copyright Act for the classroom and library use of videotape recordings. (GL)

ED 308 969 PS 018 157

*Curtis, Dorothy Smith*
Early Childhood Programs in Denmark, England, Spain, Italy, and Australia.
PUB DATE- May 89
NOTE- 161p.; Master's Thesis, California State University, Northridge.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Community Programs; Cross Cultural Studies; *Day Care; Early Childhood Education; Educational Quality; Family Day Care; *Financial Support; Foreign Countries; Futures (of Society); *Government Role; Preschool Education; *Program Administration; Program Descriptions; *State Programs; *Teacher Education
IDENTIFIERS- Aboriginal People; Australia; Denmark; England; Italy; *Playgroups; Spain

Providing a cross-cultural perspective on governmental involvement in the provision of day care services, this study explores early childhood programs in five countries. Chapter 1 is a brief introduction, Chapter 2 describes state supported child care in Denmark. Chapter 3 describes playgroups in England. Chapter 4 concerns state and municipal child care programs in Italy. Chapter 5 offers a personal account of a private day care center near Barcelona, Spain. Comparatively more comprehensive, Chapter 6 describes the range of available early childhood services in Australia. In addition to descriptive material, each chapter includes accounts of the history of the particular country's early childhood programs, teacher preparation, and program funding and administration. Chapter 7, the concluding chapter, explores the persistent problems of the affordability, quality, and availability of early childhood programs; suggests possible options for Americans which can be derived from existing international programs, and poses questions for further planners. Approximately 60 references are cited. (Author/RH)

ED 308 984 PS 018 190

Oregon Kindergarten Guide: 1989.
**Oregon State Dept. of Education, Salem.**

PUB DATE- 89
NOTE- 111p.
AVAILABLE FROM- Oregon Department of Education, 700 Pringle Parkway SE, Salem, OR 97310-0290 ($7.50).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - Bibliographies (131)
DESCRIPTORS- *Data Collection; Elementary School Curriculum; Guidelines; *Kindergarten; Primary Education; Resource Materials; State Curriculum Guides; *Student Evaluation; Teacher Responsibility; Teacher Role
IDENTIFIERS- *Oregon

The purpose of this guide is to help teachers and elementary principals create kindergarten environments designed to meet children's developmental needs. Section 1 describes the physical, social, emotional, and intellectual characteristics of kindergartners. Section 2 discusses the recruiting and enrolling of students; the parent handbook; home visits; volunteers, parents, and aides in the classroom; the process of choosing between paraprofessionals and aides; the first few weeks; daily schedule; room arrangement; guidelines for selecting equipment; equipment; and unstructured materials. Section 3 explores the kindergarten curriculum in the areas of English language arts, science, art, music, mathematics, social studies, computers, combination K-1 and K-1-2 classes, and transitions. Section 4 discusses assessment and reporting. Topics include observation and recording of student progress for the purposes of planning and reporting to parents, information gathering, the process of setting up a system for the classroom, and the process of gathering information through observation and standardized testing. A glossary of testing terms and guidelines for reporting to parents are offered. The fifth section provides bibliographies of general books and publications related to areas of the curriculum. Appendices A and B provide several lists of books for students, parents, teachers, and administrators. (RH)

ED 308 701 FL 018 053

*Boyle, Joseph P.*
The Dragon Cometh: 1997 and the ELT Scene in Hong Kong.

PUB DATE- 89
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Students; Business Communication; Educational Policy; Elementary Secondary Education; *English; Foreign Countries; *Futures (of Society); *Language Attitudes; *Language Planning; Language Proficiency; *Language Role; Part Time Students; Questionnaires; Second Language Instruction; Second Language Learning; Social Influences; *Student Attitudes; Surveys
IDENTIFIERS- China; *Hong Kong

The results of a survey of 180 part-time students' opinions on the standard of English in Hong Kong, on governmental efforts to improve the level of English in Hong Kong, and on how returning Hong Kong to China in 1997 will effect the standard of English are reported. The students were enrolled in a 6-year course in Chinese/English/Translation at the Chinese University of Hong Kong. The questionnaire used in the survey included opportunities for both open and closed responses so that both broad and specific opinions would be reported. A clear majority, 55%, felt that the standard of English in Hong Kong is poor, while only 4% considered the level of English in Hong Kong to be good. Fifty-six percent of the respondents felt that the standard of English has declined. The most frequently offered evidence for this answer was the poorer command of English among younger colleagues of the respondents in work situations. The vast majority of the respondents, especially teachers, were unhappy about the English teaching situation (unpopular job, unmotivated students) in the schools. Over 50% of the respondents felt that each of the governmental proposals for improving the status of English in Hong Kong (the Expatriate Teachers Scheme, sending local teachers abroad, or a policy of "positive discrimination" favoring schools which move from English to Chinese as the medium of instruction) should be tried. Finally, a fairly general consensus was reached on the point that, although English will be needed for such activities as international business and tourism after 1997, the use and status of English in Hong Kong will decline. (DJD)

*Eddy, Margot Sanders*
College Alcohol Programs. ERIC Digest.
ERIC Clearinghouse on Higher Education, Washington, D.C.
SPONS. AGENCY- Office of Educational Research and Improvement (ED),

Washington, DC.
REPORT NO.- EDO-HE-88-16
PUB DATE- 89
NOTE- 3p.; Small print.
CONTRACT- ED-RI-88062014
AVAILABLE FROM- ERIC Clearinghouse on Higher Education, Suite 630, One Dupont Circle, Suite 630, Washington, DC 20036 ($1.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Alcohol Education; College Environment; *College Programs; College Role; College Students; *Drinking; Higher Education; *Legal Responsibility; *Policy Formation; School Responsibility; Social Behavior
IDENTIFIERS- ERIC Digests

The use and abuse of alcohol on college campuses is reviewed briefly and administrative responses are described. Campus initiatives include policy formation and enforcement, treatment programs, and prevention activities. Issues related to institutional liability are outlined, and important factors that bear on policy formation are detailed, such as student attitudes, campus climate, and quality of services to abusers. The Inter-Association Task Force on Alcohol Issues' recommendations for policy regulations are also reviewed, along with recent efforts of Congress, the Federal Government, and the Network of Colleges and Universities Committed to the Elimination of Drug and Alcohol Abuse. (LB)

ED 308 871 IR 052 825

*Fretwell, Gordon, Comp.*

ARL Annual Salary Survey, 1988.

**Association of Research Libraries, Washington, D.C.**

PUB DATE- Dec 88
NOTE- 82p.; For 1987 Salary Survey, see ED 293 544.
AVAILABLE FROM- Association of Research Libraries, 1527 New Hampshire Avenue, NW, Washington DC 20036 (members $20.00/year; nonmembers $60.00/year).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Libraries; Annual Reports; Foreign Countries; Higher Education; Librarians; *Library Personnel; *Library Statistics; Library Surveys; *Occupational Information; Occupational Surveys; Questionnaires; *Research Libraries; *Salaries; Tables (Data)
IDENTIFIERS- *Association of Research Libraries; Canada; United States

This report presents data from the 1988 ARL (Association of Research Libraries) annual salary survey. Forty-one tables report data on professional salaries, years of experience, distribution of professional staff, type of institution, size of professional staff, and minorities. Tables are organized in five categories: ARL non-university libraries; ARL university libraries; Canadian ARL university libraries; ARL university medical libraries; and ARL university law libraries. Copies of the questionnaires for university and non-university libraries are included. (MES)

ED 308 898 JC 890 329

*Winner, Cornelia N.*
The Role and Function of the Departmental Chairperson at Delaware Technical and Community College.
PUB DATE- May 89
NOTE- 159p.; Three executive position papers submitted as Ed.D. requirements, University of Delaware.
LANGUAGE- English

EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Dissertations/Theses - Practicum Papers (043) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrator Attitudes; Administrator Qualifications; *Administrator Responsibility; Community Colleges; *Department Heads; *Occupational Information; Questionnaires; School Surveys; Technical Institutes; Two Year Colleges
IDENTIFIERS- Delaware Technical and Community College

These three position papers were prepared as part of a project to develop a job description for departmental chairpersons at Delaware Technical and Community College (DTCC). The first paper, "A Profile of the Role and Function of the Departmental Chairperson," contains a brief description of DTCC and an overview of the evolution of the position of departmental chairperson. Drawing from a review of the literature and documentation from selected community colleges, this paper includes a profile of seven different roles and 48 functions comprising the work of community college department chairs. The second paper, "Perceptions of Faculty, Departmental Chairpersons, and Their Supervisors," contains the results of a study of the perceptions of the roles and functions of a departmental chairperson held by current department chairs, their supervisors, and the faculty at DTCC. The study report compares the perceptions of these three groups, identifies areas of agreement and conflict, and concludes that over 90% of the respondents agreed that 28 of the 48 functions should be part of the departmental chairpersons' responsibilities. In the third paper, "Recommendations and Leadership Implications," a plan to develop and implement a job description for DTCC's departmental chairpersons is presented. The plan involves the use of a nominal group process to involve deans and departmental chairpersons in the expansion and refinement of the list of roles and functions to create a job description appropriate to DTCC. The survey instruments are appended. (JMC)

ED 308 939 PS 018 110

*Goodwin, Judy*
An Analysis of Attendance and Achievement for Full-Day and Half-Day Kindergarten, 1987-1988. Report No. 8911.
**Philadelphia School District, Pa. Office of Research and Evaluation.**
PUB DATE- Jan 89
NOTE- 34p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Attendance Patterns; Comparative Analysis; *Kindergarten; Primary Education; *Program Effectiveness; Tables (Data)
IDENTIFIERS- *Full Day Programs; *Half Day Programs; Pennsylvania (Philadelphia)

The School District of Philadelphia (Pennsylvania) conducted a study to determine whether full-day kindergarten (FDK), in comparison with half-day kindergarten (HDK), produced positive effects on student attendance and achievement. Research questions concerned differences between full- and half-day kindergarten programs regarding attendance patterns, achievement on city-wide tests, and percentages of children scoring at or above the 50th percentile and below the 16th percentile on city-wide tests. During the 1987-1988 school year, 4,596 students attended FDK and 9,146 attended HDK. Average daily attendance (ADA) for October, 1987 was 90.3 percent for FDK and 89.1 percent for HDK. By April, 1988, ADA was 86.8 percent for FDK and 83.5 percent for HDK. Analyses of city-wide achievement data showed statistically significant differences in favor of FDK in reading and mathematics. In reading, 43.9 percent of children in FDK scored at or above the national 50th percentile compared with 34.5 percent in HDK. In mathematics, 69.8 percent of children in FDK scored at or above the national 50th percentile compared with 58.9 percent in HDK. Fewer FDK children than HDK children scored below the 16th percentile in reading and mathematics. Attendance and achievement data by school and district are appended. (RH)

ED 308 998                                  RC 016 954

*Knapp, Clifford E.; Goodman, Joel*
Humanizing Environmental Education: A Guide for Leading Nature and Human Nature Activities.
**American Camping Association, Martinsville, Ind.**
PUB DATE- 83
NOTE- 248p.
AVAILABLE FROM- American Camping Association, Bradford Woods, 5000 State Road 67N, Martinsville, IN 46151-7902 ($15.50).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Books (010)
DESCRIPTORS- Adventure Education; Conservation Education; Elementary Secondary Education; *Environmental Education; *Humanistic Education; Human Relations; Learning Activities; Outdoor Education; Self Actualization; Values Clarification; Values Education
IDENTIFIERS- Environmental Awareness; Nature

This is a guide to leading nature and human nature activities in camp and other learning situations. The book provides a humanistic approach to environmental education to help people learn life skills that will enhance the quality of life, the quality of the human environment, and the quality of the natural environment. The book contains 12 chapters organized into 4 sections: Chapter 1 examines the various purposes of the book, such as increased awareness, personal needs, and societal needs; and Chapter 2 explores the goals, principles and foci for humanizing and environmentalizing education programs. Chapters 3 through 7 offer implementation activities to encourage people to learn life skills such as awareness, communications, community building, values clarification, and self-esteem. Chapters 8 through 11 provide case studies of successful programs and additional activities, and Chapter 12 gives references for resource people, organizations, and materials for follow-up support. The activities outlined in this book can be used in groups of various size and in different learning situations. Suggestions are given for adapting activities to meet the needs of any environmental education program. (ALL).

ED 309 010 RC 017 136

*Klein, Robert E.*
Combination Administrative Positions in North Dakota Schools.
PUB DATE- Aug 88
NOTE- 76p.; Independent study for Educational Specialist Degree, University of North Dakota. Study findings presented at the Annual Conference of the National Rural Education Association (80th, Bismarck, ND, September 24-28, 1988).

LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrative Organization; *Administrative Problems; *Administrator Role; Elementary Secondary Education; Mail Surveys; *Principals; Public Schools; Questionnaires; School Districts; *Superintendents; Work Environment
IDENTIFIERS- *Dual Role; *North Dakota

Decreasing enrollments and financial problems have led to considerable restructuring in North Dakota schools. One form of restructuring was the creation of dual-role administrative positions combining two or all of the roles of superintendent, elementary principal, and secondary principal. In 1987, 47 of 51 administrators holding such positions completed a survey covering duties, certification, training, time allocation, advantages, problems, and possible solutions. Most respondents held proper credentials for all positions, performed duties in addition to administration, and received no extra pay. The major problem with the dual role was lack of time to do all tasks adequately; when the superintendency was one of the roles, the principalship was likely to be neglected. Other problems included missing important professional meetings and workshops due to lack of a substitute, excessive supervisory responsibility, stress, and a somewhat weak job description regarding time allocation per area of responsibility. Most respondents listed advantages of the dual role, particularly greater involvement with students and teachers, greater awareness of needs of K-12, and cost savings. This report contains 20 references, 11 tables, the survey questionnaire, descriptions of administrator qualifications and credentials in North Dakota, and a literature review on administrator roles. (SV)

ED 309 024 RC 017 164

*Cole, David N., Comp.; Lucas, Robert C., Comp.*
Significant Wilderness Qualities: Can They Be Identified and Monitored? Proceedings of the Annual NOLS National Outdoor Leadership School Wilderness Research Colloquium (3rd, Shoshone National Forest, Wyoming, August 10-15, 1987).
**National Outdoor Leadership School, Lander, WY.**
PUB DATE- Aug 87

NOTE- 29p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Camping; *Conservation (Environment); Environment; Forestry; *Outdoor Activities; Parks; Recreational Activities; Tourism; Wildlife; Wildlife Management
IDENTIFIERS- *National Parks; *Wilderness

This report is a compilation of the papers presented at a colloquium on wilderness management and a synopsis of discussions held during the conference. The conference theme was how to determine and monitor the most significant features and qualities of the wilderness resource. Generally, participants identify solitude; pollution-free air and water; and natural scenery, fish, vegetation, and wildlife as the prime wilderness values. Papers include "Wilderness Qualities and Backcountry Management at Grand Teton National Park" (Dan Burgette); "Critical Wilderness Qualities, Recreational Use, and Monitoring Needs" (David N. Cole); "Wilderness Quality, Impact Conditions, and Their Monitoring" (William E. Hammitt); "High Quality Wilderness Conditions" (Robert C. Lucas); "Free To Be You or Me Or Some Random Thoughts about Wilderness Management" (Robert Manning); "Significant Qualities of Wilderness and Monitoring" (Jeffrey L. Marion); "Conditions, Features, Qualities Composing a High Quality Wilderness Resource" (Stephen F. McCool); "Some Thoughts on Two Questions" (Toivo Sober). One paper (Marion) contains 12 references. The summary of discussions lists questions addressed in the colloquia of the National Outdoor Leadership School and proposal for future sessions. (DHP/CBH)

ED 309 055 SE 050 708

*Blackwell, David; Henkin, Leon*
Mathematics: Report of the Project 2061 Phase I Mathematics Panel.
**American Association for the Advancement of Science, Washington, D.C.**
SPONS. AGENCY- Andrew W. Mellon Foundation, New York, N.Y.; Carnegie

Corp. of New York, N.Y.
REPORT NO.- AAAS-89-03S; ISBN-0-87168-344-X
PUB DATE- 89
NOTE- 56p.; For other Project 2061 panel reports, see SE 050 707-711; for overview and summary, see SE 050 712-713.
AVAILABLE FROM- AAAS Books, Dept. 2061, P.O. Box 753, Waldorf, MD 20604 (for price, contact AAAS offices; quantity prices available).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary School Science; Elementary Secondary Education; *Fundamental Concepts; Futures (of Society); *Mathematical Concepts; Mathematical Linguistics; Mathematics Achievement; Mathematics Anxiety; *Mathematics Curriculum; Mathematics Education; *Mathematics Skills; Secondary School Mathematics; Technical Mathematics
IDENTIFIERS- *Project 2061 (AAAS)

This is one of five panel reports that have been prepared as part of the first phase of Project 2061, a long-term multipurpose undertaking of the American Association for the Advancement of Science designed to help reform science, mathematics, and technology education in the United States. Major sections included are: (1) "Introduction"; (2) "The Processes of Mathematics" abstraction/representation, symbolic transformation, and application/comparison); (3) "The Subject Areas of Mathematics" (arithmetic, algebra, geometry, analysis, discrete mathematics, logic and set theory, and probability and statistics); (4) "Mathematics, Science, and Technology"; (5) "Mathematics and Language" (discussing mathematical language); and (6) "Emotions and Mathematics" (dealing with mathematics anxiety). The members of the panel and consultants are listed. (YP)

ED 309 070 SE 050 723

*Starr, Sarah A.*
The Effects of Including Calculators in the Problem-Solving Instruction for Low-Income Sixth-Grade Students.
PUB DATE- 89
NOTE- 117p.; Prepared for Graduate Program, Mercer University, Atlanta.
LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Attitude Measures; *Calculators; Decimal Fractions; *Elementary School Mathematics; Grade 6; Intermediate Grades; *Low Income Groups; *Mathematics Achievement; Mathematics Instruction; Mathematics Skills; Mathematics Tests; *Problem Solving; *Student Attitudes

The purpose of this study was to determine the effects of using calculators on the mathematical achievement and attitude of low-income sixth-grade students when they were taught problem solving. Thirty-five sixth-grade students in two intact classes were assigned to two treatment groups. The experimental group was taught problem solving using calculators. The control group was taught using paper-and-pencil. Treatment for both groups lasted eight weeks. The results of this study reveal that there was no significant difference in mathematical achievement gain in problem solving of students who were taught using calculators and those who were not. The students who were not taught using calculators had a significantly better attitude towards problem solving than those who were using calculators. Implications for the classroom and future research were discussed. Appendices included are: (1) the mathematics test and attitude survey including scoring system; (2) instructional plans; (3) "t" calculation; and (4) raw data. (YP)

ED 309 086 SE 050 742

*Ferko, Arleene Marion*

An Analysis of United States Advanced Science Student Achievement.
PUB DATE- 89
NOTE- 301p.; Ed.D. Dissertation, Columbia University.
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; *Advanced Courses; *Advanced Placement Programs; Biology; Chemistry; Comparative Education; Grade 10; Grade 11; *Grade 12; High Schools; International Programs; Mathematics Achievement; Physics; Science Education; Science Teachers; *Science Tests; Secondary Education; *Secondary School Science
IDENTIFIERS- *Science Achievement; *Second International Science Study

The purposes of this study were to determine the level of achievement of United States advanced science students in an international context and to identify school factors affecting the science achievement of the students. The Second International Science Study (SISS) Advanced Science Achievement Tests included international common items which made possible comparisons of U.S. advanced science student achievement with the achievement of students in other participating countries. Students, teachers, and school administrators responded to structured questionnaires designed to elicit information about student family and science background; student science attitudes and interest in science; teacher background and teaching methods; and school characteristics. The sample included more than 1700 students, 117 teachers, and 115 school administrators. Major results of the study are: (1) each subgroup, biology, chemistry, or physics, had a mean science score below the international mean for the respective test; and (2) across subgroups, the best predictors for student achievement was determined by scores on the SISS Mathematics and Word Knowedge Tests. Advanced science students who had studied at least 3 years of science and mathematics had mean science scores that were not significantly different from the international mean scores. Appendices include course offerings, tests and questionnaires, opportunity-to-learn ratings, frequency of distribution of questionnaires, and correlation coefficients for variables. (YP)

ED 308 816 IR 013 876

*Pask-McCartney, Claudia*
A Discussion about Motivation.
PUB DATE- Feb 89
NOTE- 8p.; In: Proceedings of Selected Research Papers presented at the Annual Meeting of the Association for Educational Communications and Technology (Dallas, TX, February 1-5, 1989). For the complete proceedings, see IR 013 865. For related papers, see IR 013 873-878.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Style; *Individualized Instruction; *Instructional Design; Interactive Video; Learning Processes; *Media Selection; *Student Attitudes; *Student Motivation

This paper examines the role of learner motivation--elements that arouse, sustain, and direct behavior--as the pivotal factor in education, and urges researchers to consider the motivational state of the individual learner in interaction with the instructional method. It is emphasized that a thorough understanding of the learner's personality, as well as his/her feelings and cognitions about him/herself, others, the medium, the task, and the demands of the task, is essential when designing a study of motivational factors. Three general goals for learning that are being investigated are identified: (1) motivating the learner to attend and participate in the learning activity; (2) motivating the learner to achieve both the designated learning outcomes and positive attitudes toward the content and process; and (3) continuing motivation, or helping the learner apply the learning in present and future situations. The best way to implement a motivational delivery program and which media can deliver such a program most effectively are two problems that should be addressed. It is noted that CBIV (computer-based interactive video) may be one medium with the potential of enhancing leaner motivation, and that its capabilities as a research tool should be further examined. (7 references) (CGD)

ED 308 829 IR 013 889

*Morrison, Gary R.; And Others*

Reconsidering the Research on CBI Screen Design.

PUB DATE- Feb 89
NOTE- 20p.; In: Proceedings of Selected Research Papers presented at the Annual Meeting of the Association for Educational Communications and Technology (Dallas, TX, February 1-5, 1989). For the complete proceedings, see IR 013 865.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *Computer Assisted Instruction; Higher Education; *Instructional Design; *Intermode Differences; *Media Research; *Screens (Displays); Student Attitudes; *Text Structure
IDENTIFIERS- *Learner Control; *Screen Format

Two variables that designers should consider when developing computer-based instruction (CBI) text screens are text density, which manipulates the context of the information presented, and screen density, which is a measurement of the amount of information presented at one time on the screen. A study on text density was designed to identify alternative methods for displaying computer text; it focused on the level of richness or detail presented in text displays, i.e., density level. A second study on text density was designed to extend the first study in several ways, e.g., use of larger samples; use of both immediate and delayed achievement posttests; and an extended examination of learner control. The first study was designed to determine how individual density levels were judged relative to one another by examining student preference for two different screen designs, while the primary interest in the second study was to determine replicability of the results of the first one when only the first screen of each density level was presented. In general, findings revealed that low-density format is a viable alternative to the standard text format used in printed materials; subjects indicated a strong preference for learning from high-density screens as opposed to low-density screens; and future research on CBI screen designs should investigate the use of text density and varying screen density in different content areas, and for tasks with different processing demands. (46 references) (CGD)

*Start, Jay*
The Best Colors for Audio-Visual Materials for More Effective Instruction.
PUB DATE- Feb 89
NOTE- 13p.; In: Proceedings of Selected Research Papers presented at the Annual Meeting of the Association for Educational Communications and Technology (Dallas, TX, February 1-5, 1989). For the complete proceedings, see IR 013 865.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Color; Higher Education; Human Factors Engineering; *Instructional Design; *Instructional Materials; Man Machine Systems; *Slides; *Vision Tests; *Visual Acuity
IDENTIFIERS- Ishihara Test for Color Blindness

A number of variables may affect the ability of students to perceive, and learn from, instructional materials. The objectives of the study presented here were to determine the projected color that provided the best visual acuity for the viewer, and the necessary minimum exposure time for achieving maximum visual acuity. Fifty volunteers--undergraduate students at Duquesne University in Pittsburgh--participated in the study. All subjects were given eye examinations for visual acuity and color deficiency (Graham-Field Acuity Test and Ishihara Color Vision Test), and Kodak photography equipment was used to project a series of 208 stimulus slides with black backgrounds which were randomly presented at both pre-set and subject-controlled intervals. Each series of slides varied in the color of the symbols and the symbol gap direction, and three different hues of four colors representing the widest portion of the visible spectrum--red, blue, green, and yellow--were used. The findings indicated that white is the best color to use when designing instructional materials, followed by middle yellow, dark yellow, light yellow, light blue, middle red, light green, dark red, dark blue, middle blue, middle green, and dark green; the longer the amount of time a visual is on a screen the more likely it is to be seen; and, in general, a subject's ability to corrrectly perceive a message, regardless of color, increases as the time of presentation of the message increases. (CGD)

ED 308 912 JC 890 348

*Giroux, Roy F.*
Human Resource Development at Humber College of Applied Arts and Technology.
**Humber Coll. of Applied Arts and Technology, Toronto (Ontario). Lakeshore Campus.**
PUB DATE- Apr 89
NOTE- 55p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; *Faculty Development; Inservice Education; Leadership Training; Management Development; *Professional Development; Program Descriptions; *Staff Development; Staff Orientation; Student Leadership; Two Year Colleges

An overview is provided of Humber College's Human Resource Development programs and activities. Sections I and II present a profile of Humber College, explain the mandate of the college's Human Resource Development Committee, and summarize the activities of the Professional Development Department. Section III describes the following components of the program: (1) faculty development, including orientation for new faculty, in-service education, faculty consultations, presentations of certificates, and mentorships; (2) management development, including professional development opportunities for chairs, academic administrator training, and in-house training; (3) support staff development, including orientations, workshops, and a support staff appreciation week; (4) leadership training for students; (5) cross-college activities, including committee participation, a showcase of innovative practices, and instructional development grants; (6) provincial, national, and international opportunities for conference participation and staff exchanges; and (7) training initiatives resulting from legislation. The awards program used by the college to recognize exemplary and innovative contributions to the field is explained in section VI, while section V describes the League for Innovation in the Community College and Humber College's participation in its activities. Section VI highlights activities undertaken by the Women's Educational Council to further the development of women on campus; and section VII reviews the charge of the Task Force on Human Resource Development in the Third Decade. The final sections look at campus-based undergraduate, graduate, and post-graduate studies, and professional affiliations.

Appendixes contain a report on the "Scope of the Faculty Development Program at Humber" and sample brochures for human resource development programs. (ALB)

ED 309 039 SE 050 671

# Peace Corps Rural Energy Survey: Senegal. Training for Development Series. Training Manual No. T-27.

**Peace Corps, Washington, DC. Information Collection and Exchange Div.**

PUB DATE- Sep 84
NOTE- 181p.; Drawings may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Alternative Energy Sources; *Energy; *Energy Management; Foreign Countries; *Fuel Consumption; *Rural Areas; Rural Development; *Surveys; *Water Resources
IDENTIFIERS- Peace Corps; *Senegal

This survey was undertaken by the Peace Corps to assist Senegal in identifying energy needs in rural areas and in implementing alternative, renewable energy projects at the community level. This book describes the sample, energy use, energy needs, and resources. Fifteen villages of fewer than 5,000 people were selected for data collection. The sources and end-users of energy were found to be quite similar in all of the villages, while differences occur primarily in the availability and ease of access to energy sources. Easier access to firewood and reducing demands on human energy for drawing water and grinding grain were rated top priorities by villagers. This book suggests some village-level programing for energy assistance. Profiles of selected villages are appended. (YP)

ED 308 717 FL 018 081

*MacDonald, Maryellen C.*
Processing Binding in Passive Sentences.
PUB DATE- Oct 87
NOTE- 14p.; Paper presented at the Annual Meeting of the Eastern States Conference on Linguistics (4th, Ohio State University, October 2-4, 1987). The complete Proceedings are available from the Dept. of Linguistics, Ohio State University, Columbus.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adjectives; College Students; Comparative Analysis; English; Higher Education; *Language Processing; Language Research; *Linguistic Theory; Measures (Individuals); Morphology (Languages); Native Speakers; Questioning Techniques; *Sentence Structure; *Verbs
IDENTIFIERS- *Passives

A study investigated differential processing of adjectival and verbal passives in English, and the implications for linguistic theory. The subjects, 30 native-English-speaking college students, were presented with word triples in which one member was an adjective, one an adjectival passive, and one a verbal passive, and with three two-sentence passages for each triple, constructed so the last word of each passage could be any of the three words in the triple. Reading time and response times to probe and comprehension questions were recorded. Results showed that the responses to the binding probe, when the sentence contained a verbal passive, were different from responses to the same probe in the other two constructions, suggesting that the language processor treats verbal passives differently from superficially similar adjectives and adjectival passives. The direction of the effect is consistent with a government binding analysis of verbal passives that incorporate noun phrase movement and bound trace. Additional implications are examined and further research to extend these findings is recommended. (MSE)

ED 308 732 HE 022 209

*Carnahan, Robert E.; And Others*

Adult Learners on Campus: A Celebration of Progress (Together We Can).

PUB DATE- Oct 88
NOTE- 8p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Adult Education; Adult Learning; *Adult Students; *Continuing Education; Distance Education; Higher Education; Student Participation; Trend Analysis; Womens Education
IDENTIFIERS- *Pennsylvania State University New Kensington

Adult learning at Penn State, New Kensington Campus, is discussed. The history of adult continuing education is presented, noting the precedent for adults to attend college was set after World War II. The 1980s has been a decade where the trickle of adult students has become a flood with the addition of adult women returning to campuses across the nation. At Penn State, the core of the aggregate of adults has always been the Adults on Campus Club, the catalyst for most of the significant changes designed to address adult needs. Adults have always been able to retain their unique identity and have also been encouraged to be involved in the total fabric of Penn State's campus academic and social tapestry. This club has formed the basis for an adult support group. It had also established the Goal Post, a student center that combines the functions of advising, counseling, and remediation. The Goal Post is the focal point of student academic life at the campus. Adults on-campus have helped create and establish unique adult orientations, adult brochures, and honor societies. Adults pushed for more comprehensive, computerized financial aid packages addressing the needs of returning adults. They also helped establish an emergency student loan. Most of the adults excel academically. They have received a long list of awards and recognitions in recent years. Adults currently serve as academic and social role models for the more traditional students who have high levels of motivation. They are involved in wide-ranging future projects like writing grants and developing extended degrees for location-bound adults. (SM)

ED 308 759                    HE 022 536

Recruitment, Admissions and Handicapped Students. A Guide for Compliance with Section 504 of the Rehabilitation Act of 1973. Second Edition.

**American Association of Collegiate Registrars and Admissions Officers, Washington, D.C.; American Council on Education, Washington, DC. HEATH Resource Center.**

PUB DATE- Sep 85
NOTE- 45p.
CONTRACT- HEW100-77-0097 GR-G0084C3501
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Accessibility (for Disabled); *Access to Education; Admission Criteria; Civil Rights; College Students; *Disabilities; Equal Education; *Handicap Discrimination; Higher Education; *Normalization (Handicapped); *Student Recruitment
IDENTIFIERS- *Rehabilitation Act 1973 (Section 504)

A revision of the 1978 guide designed to assist institutions improve access for handicapped students in compliance with Section 504 of the Rehabilitation Act of 1973 is presented. The guide assumes the reader is interested in learning how to comply with Section 504 and does not address the question of whether a particular education program or activity must be conducted in compliance with the statute or regulations. Four sections are as follows: (1) to whom the law applies (avoiding discrimination and removing subtle barriers confronted by the handicapped in the process of admission); (2) how the law applies to admissions activities (recruitment, publications, application forms and related items, admission test, financial aid, orientation, and registration); (3) some final thoughts (the importance of developing an attitude toward handicapped persons that acknowledges their civil rights, beginning with relating to handicapped students on a person-to-person basis); and (4) a 20-item checklist for colleges and universities (e.g., include a nondiscrimination statement in all application forms, hold recruitment activities in accessible facilities, and review all housing, health, and other forms for questions that solicit information that could reveal a handicap). Three appendices are: Task Force on a model admissions policy; list of state administrators of vocational rehabilitation; and information on the HEATH Resource Center. (SM)

ED 308 775 HE 022 744

*Gose, Frank J.*
Data Integrity: Why Aren't the Data Accurate? AIR 1989 Annual Forum Paper.

PUB DATE- May 89
NOTE- 26p.; Paper presented at the Annual Forum of the Association for Institutional Research (29th, Baltimore, MD, April 30-May 3, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrative Problems; *Data; Database Management Systems; *Databases; Data Collection; *Data Processing; Higher Education; *Institutional Research
IDENTIFIERS- *AIR Forum; *Data Integrity

The accuracy and reliability aspects of data integrity are discussed, with an emphasis on the need for consistency in responsibility and authority. A variety of ways in which data integrity can be compromised are discussed. The following sources of data corruption are described, and the ease or difficulty of identification and suggested actions for prevention are discussed: (1) changes in institutional policies; (2) new meaning associated with a datum; (3) user experimentation with the system; (4) purging/consolidation of corrupted data; (5) referential integrity; (6) inadequate analysis and testing of software; (7) running obsolete versions of a program; (8) restructuring set relationships on a database; and (9) the trade-off between editing and performance. Contains 4 references. (KM)

ED 308 790 HE 022 759

*Cousineau, John; Landon, Bruce*

Measuring Academic Outcomes...and Identifying What Influences Them. AIR 1989 Annual Forum Paper.

PUB DATE- May 89
NOTE- 21p.; Paper presented at the Annual Forum of the Association for Institutional Research (29th, Baltimore, MD, April 30-May 3, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Academic Persistence; College Programs; College Students; *College Transfer Students; Community Colleges; Educational Quality; Foreign Countries; *Grade Point Average; Higher Education; Institutional Research; *Outcomes of Education; *Student Participation; Surveys; Universities
IDENTIFIERS- *AIR Forum; British Columbia

A study was conducted to measure the student outcomes of academic (university transfer) programs and identify the factors related to those outcomes. Six British Columbia (Canada) community colleges participated in the study by surveying 5,770 of their former students. The survey measured four student outcomes, and the analysis tested several factors (e.g., grade point averages, number of semesters attended, institution attended, involvement) for their potential effects on each outcome. The results reflect favorably on the quality of college academic programs, especially when controlled for the types of students served. The results confirmed much university-based research that student skill gain and satisfaction are affected positively by student involvement. The results also confirmed that comparative data, made possible by multi-college studies of this type, can help explain inter-college differences on student outcomes. Contains 12 references. (Author/KM)

ED 308 856 IR 014 064

*Reed, Mary Hutchings*
Computer Software: Copyright and Licensing Considerations for Schools and Libraries. ERIC Digest.
**ERIC Clearinghouse on Information Resources, Syracuse, N.Y.**
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- EDO-IR-89-2
PUB DATE- Jul 89
NOTE- 4p.
CONTRACT- RI88062008
AVAILABLE FROM- ERIC Clearinghouse on Information Resources, 030 Huntington Hall, Syracuse University, Syracuse, NY 13244-2340 (free while supply lasts).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Classrooms; *Computer Software; *Copyrights; Elementary Secondary Education; Guidelines; Higher Education; Intellectual Property; *Legal Problems; *Legal Responsibility; Librarians; *Libraries; Library Services; Media Specialists
IDENTIFIERS- *Copyright Act 1978; ERIC Digests; Fair Use

This digest notes that the terms and conditions of computer software package license agreements control the use of software in schools and libraries, and examines the implications of computer software license agreements for classroom use and for library lending policies. Guidelines are provided for interpreting the Copyright Act, and insuring the fair use of software by libraries, classroom teachers, and students. (GL)

ED 308 885 JC 890 187

*Kappner, Augusta Souza*
Remarks by President Augusta Souza Kappner at the 1989 AACJC Convention Forum, "Leadership toward Empowerment: The National Agenda for Blacks in the 21st Century."
PUB DATE- 30 Mar 89
NOTE- 23p.; Paper presented at the Annual Convention of the American Association of Community and Junior Colleges (69th, Washington, DC, March 29-April 1, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Education; *Affirmative Action; *Black Education; Black Students; College Programs; College School Cooperation; Community Colleges; Educational Trends; Program Descriptions; Remedial Instruction; *School Community Relationship; *School Holding Power; *Student Recruitment; Two Year Colleges
IDENTIFIERS- *City University of New York Manhattan Comm Coll

A comprehensive national plan is needed to reverse the declining enrollment and employment of blacks in higher education. Over the last decade, government policies such as cuts in financial aid and the erosion of Head Start, child care, and other programs that benefit the poor have contributed to the negatives trends in minority enrollment. In addition, the inhospitable climate of many college campuses, the small number of black faculty members, and the eurocentric focus of curricula have contributed to the flight of blacks from college. To counteract these trends and conditions, seven issues must be addressed: access to higher education, cultural diversity, racism, research, systematized networking, the effects of institutional policies, and leadership and mentoring. The Borough of Manhattan Community College (BMCC) has been acting upon these issues in a number of ways: (1) the college works with city, state, and community organizations to address a diverse array of community needs through its continuing education program; (2) BMCC developed an innovative family day care network which trains men and women to operate licensed programs in their own homes; (3) a Pre-Freshman Immersion Program provides intensive instruction in reading, math, and writing, as well as tutoring and counseling to high school graduates who have been admitted to BMCC; (4) junior high and high school students are brought to campus for extra preparation in math and science; (5) articulation with four-year colleges is an institutional priority; (6) the business sector has been approached as a source of alternative financial aid funding; and (7) the college has implemented a number of efforts to enhance pluralism and diversity. (ALB)

ED 308 925 PS 018 047

*Couchenour, Donna; Chrisman, Kent*
Distinctions in the Role and Function of Child Development/Early Childhood Laboratories.
PUB DATE- Apr 89
NOTE- 14p.; Paper presented at the Annual Meeting of the Southern Association for Children Under Six (Richmond, VA, April 13-16, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Child Development; *Classroom Research; *Community Involvement; Day Care Centers; Early Childhood Education; Higher Education; Laboratory Schools; Organizational Objectives; *School Policy; *School Role; *Teacher Education
IDENTIFIERS- *Early Childhood Laboratories

This paper investigates the role and function of child development/early childhood laboratories and examines the ways in which a laboratory's perspective on role and function may influence policy and practice. Roles are discussed in terms of instruction, service and research. Instruction in the laboratories may include:

(1) demonstrating model curricula for pre-service teachers; (2) providing pre-service teachers with the opportunity to observe stages of development, plan and implement case studies, or conduct interviews, and (3) promoting graduate students' professional growth. The service role of laboratories is: (1) to provide child care or early childhood programs for young children and informational sessions for parents and education professionals; (2) to be advocates for child and family issues; and (3) to serve as a liaison or referral source to other human service organizations and agencies. The research function of child development/early childhood laboratories is two-fold: (1) the laboratory is the site for data collection and other primary research activity; and (2) the laboratory facility can be used to demonstrate practical applications of relevant research findings. (RJC)

ED 308 955 PS 018 136

*Hay, Deborah*
Children's Use of Defenses and Self-Esteem Management.
PUB DATE- Apr 89
NOTE- 23p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Kansas City, MO, April 27-30, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Children; *Individual Differences; *Personality Traits; *Preadolescents; Psychological Patterns; *Self Esteem
IDENTIFIERS- *Defense Mechanisms; *Psychological Influences

Children's use of defenses to maintain or enhance self-esteem was investigated. Attention was given to four questions: Do children with different levels of self-esteem differ in (1) the frequency with which they employ defenses? (2) kinds of emotions they defend against? (3) the kinds of social situations which elicit their defensive responses? and (4) the extent to which they employ various defense mechanisms? Participants were 120 normally developing children 6 to 12 years old. Measures of defensiveness included a children's social desirability questionnaire and a semi-projective, emotional attribution task. Measures of self-esteem included a self-report measure: the Global Self-Worth Subscale of Harter's Perceived Competence Scale for Children, and a projective measure: a story-telling task adapted from Cohen and Weil's "The Tasks of Emotional Development" (1975). A subject's responses to the emotional attribution task were considered defensive if the subject differed from sample means by one standard deviation or more. The children could use six defense mechanisms: denial, minimization, reaction formation, turning against the object, turning against the self, and identification with the aggressor. Results are discussed in terms of general themes and the defensive profiles that characterized the various self-esteem groups on each measure. (RH)

ED 308 970 PS 018 162

*Fenzel, L. Mickey*
An Ecological Study of Changes in Student Role Strains during the Transition to Middle School.
PUB DATE- Apr 89
NOTE- 19p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Kansas City, MO, April 27-30, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adjustment (to Environment); *Elementary School Students; Grade 5; Grade 6; *Institutional Characteristics; Intermediate Grades; *Middle Schools; Parent Influence; Peer Influence; *Sex Differences; *Stress Variables; *Student Adjustment; Teacher Influence
IDENTIFIERS- Early Adolescent School Role Strain Inventory; *Role Strain

This study examined school-related strains that elementary school students encountered during the transition to middle school. A total of 120 students from two elementary schools completed the Early Adolescent School Role Strain Inventory during pretransition in the elementary school fifth grade, during early transition at the beginning of the middle school sixth grade, and later in the sixth grade. The inventory assessed the number and magnitude of school-related strains related to school demands, teacher relations, peer interaction, and parent control. It was hypothesized that because of differences in the characteristics of students' families, teacher expectations, and school size and location, students from one of the elementary schools would experience an easier transition to middle school in terms of changes in strain. It was also hypothesized that boys would demonstrate a more favorable strain change profile than would girls. Results of repeated measures MANOVAs provided strong support for both hypotheses. Findings suggest that elementary school preparation and gender can significantly affect the quality of the transition to middle school. The study also suggests that the role strain approach is a potentially valuable tool for assessing stress during the transition. Seven figures are included. (RH)

ED 308 985                                    PS 018 191

*Kuchner, Joan F.*
Chinese-American and European-American Mothers and Infants: Cultural Influences in the First Three Months of Life.
PUB DATE- Apr 89
NOTE- 16p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Kansas City, MO, April 27-30, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Behavior Patterns; *Child Rearing; *Chinese Americans; Cross Cultural Studies; *Cultural Influences; Cultural Traits; *Infant Behavior; Infants; *Parent Child Relationship; Sociocultural Patterns
IDENTIFIERS- *Euro Americans

This study explores cultural influences in the first three months of life by comparing the daily experiences of first generation Chinese-American and European-American infants whose parents were born in the United States. The study focused on 10 Chinese-American and 10 European-American families whose mothers were recruited during the third trimester of pregnancy. Observations were conducted in the home when the infants were 3 weeks, 1 month, 2 months and 3 months old. Some of the findings of the study include: (1) mothers from Chinese and European backgrounds provided similar amounts of attention in caring for the infant's biological needs; (2) European-American mothers consistently introduced change and novelty into the microcosm of the infant's day, whereas Chinese-American mothers did not spend as much time redirecting the infant's attention or behavior; (3) European-American mothers modulated their behavior according to their infant's activity level, vocal output, and patterns of orality; (4) Chinese-American infants spent less time attending to people and smiling than did European infants of the same age; (5) European-American mothers more frequently used kissing to show affection than did their Chinese-American counterparts; and (6) Chinese-American and European-American mothers demonstrated few differences in the presence of a crying baby. (RJC)

ED 308 702 FL 018 056

*Aissen, Judith L.*
Surrogate Agreement in Tzotzil.
PUB DATE- Sep 84
NOTE- 14p.; In: Proceedings of the Annual Eastern States Conference on Linguistics (1st, Columbus, OH, September 27-30, 1984). Revised version of a paper presented at the Buffalo Conference on Grammatical Relations (Buffalo, NY, May 1983). The complete Proceedings are available from the Dept. of Linguistics, Ohio State University, Columbus.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference

Papers, "Papers Presented at..." (150)
DESCRIPTORS- Deep Structure; Form Classes (Languages); Language Research; *Sentence Structure; Structural Grammar; *Tagmemic Analysis; *Tzotzil; Uncommonly Taught Languages
IDENTIFIERS- *Agreement (Grammar); *Surrogates (Linguistics)
This study investigates whether other relationships in sentence structure besides the "brother-in-law" relation sanction surrogate agreement in Zinacanteco Tzotzil (Mayan). Surrogate agreement refers to cases in which an element that lies outside the class of regular agreement controllers in a language (the surrogate) controls subject-verb agreement instead of the nominal whose final grammatical relation would normally entitle it to control agreement. In Zinacanteco Tzotzil, agreement is regularly controlled only by final subjects and by final direct objects. However, in three constructions, agreement is controlled by an element that is neither a direct object nor a subject. In these cases, the controller of the agreement can be characterized as a nominal that hosts the ascension of a nominal that is a final direct object or final subject. Therefore, while the controller itself is not a regular agreement controller, it is always connected to a regular agreement controller. Tzotzil agreement rules are explained in detail, and the different forms of surrogate agreement (possessor ascension and conjunct union) are discussed as they relate to Tzotzil agreement. It is concluded that both the host relation and the brother-in-law relation can sanction surrogate agreement. (DJD)

ED 308 746 HE 022 518

Small by Choice. The Advantages of Small Colleges. A Special Report on the Role of Small Independent Colleges in America.
**Council of Independent Colleges, Washington, D.C.**
SPONS. AGENCY- Atlantic Richfield Foundation, New York, NY.
PUB DATE- 89
NOTE- 12p.
AVAILABLE FROM- Council of Independent Colleges, One Dupont Circle, Suite 320, Washington, D.C. 20036 (free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Choice; *Educational Quality; Excellence in Education; Higher Education; Liberal Arts; *Small Colleges; Student Development; Undergraduate Study

This report presents information to make more visible the advantages of small colleges and to make explicit why small colleges choose to remain small. Nine topics of discussion are as follows: focus on the education of the undergraduate student; providing high quality education to all kinds of students; providing a liberal arts education for a lifetime, one in step with today's world; emphasizing values; providing students with significant opportunities to become involved in activities that foster individual maturation; offering curricula and a teaching environment with important advantages; leadership that can make a difference; financial and administrative efficiency; and engendering enormous commitment from their "families." (SM)

ED 308 803 HE 022 934

*Mellon, John N.*
Trends in Faculty Involvement in Marketing, Technology and Part-Time Teaching on the College Campus.
**ERIC Clearinghouse on Higher Education, Washington, D.C.**
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jul 89
NOTE- 20p.
CONTRACT- ED-RI-88-062014
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *College Faculty; College Students; *Computer Uses in Education; Educational Technology; Full Time Faculty; Higher Education; Microcomputers; Part Time Faculty; *Student Recruitment; Teacher Role; *Teacher Student Relationship; Trend Analysis

Three aspects of faculty involvement are discussed: how computer technology affects personal relationships between faculty and students; how faculty talents help colleges and universities recruit students; and what role part-time faculty members play. Computer use can help faculty and students establish new patterns of sharing data, and computer aided relationships built around specific question and answer data can influence their frequency of contact. The computer is good for making instructional management more efficient. Its question and answer model lets faculty members become process centered expediters. Part-time teaching performance affects the institution's overall quality of academic progress. Institutional excellence includes faculty that combines part-time professionals with the core full-timers. Issues regarding part-time faculty involve status, use, workload, evaluation, support, and compensation. Colleges and universities must specify employment requirements for part-time faculty who meet the standards established by accrediting agencies. Recruitment strategy (integrating marketing and faculty involvement) is inclusive and involves all members of the campus community. The campus community must look at: where they are; where they want to go; and how they can develop an information system to keep them informed. The college/university mission must be rethought. Faculty involvement is critical to make the plan reflect the institution's academic mission. Institutional health is diagnosed on the basis of enrollment, and marketing is the common prescription for health. Contains 23 references. (SM)

*Daval, Nicola, Comp.; Feather, Celeste, Comp.*

ARL Statistics, 1987-88. A Compilation of Statistics from the One Hundred and Nineteen Members of the Association of Research Libraries.

**Association of Research Libraries, Washington, D.C.**
PUB DATE- 89
NOTE- 100p.; For the ARL Statistics of 1985-86, see ED 285 594.
AVAILABLE FROM- Association of Research Libraries, 1527 New Hampshire Ave., NW, Washington, DC 20036 (members $20.00/year; nonmembers $60.00/year).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Libraries; Doctoral Programs; Enrollment; Foreign Countries; Higher Education; Interlibrary Loans; *Library Collections; *Library Expenditures; *Library Personnel; *Library Statistics; Library Surveys; Microforms; Questionnaires; *Research Libraries; Statistical Analysis; Tables (Data)
IDENTIFIERS- *Association of Research Libraries; Canada; United States

This report presents statistics on the 107 university libraries and 12 independent research libraries that were members of the ARL (Association of Research Libraries) during the 1987-88 fiscal year. Data are reported in alphabetical and rank order on collections (volumes in library, gross and net volumes added, monographs purchased, current serials purchased and not purchased, and microform holdings); interlibrary loans; personnel (professional staff, non-professional staff, and student assistants); and expenditures (materials, salaries and wages, monographs, serials, other operating, and total expenditures). Ph.D.s awarded, faculty, enrollment statistics and rank order tables of university libraries are also included. A copy of the ARL statistics questionnaire is attached. (MSE)

ED 308 940 PS 018 113

*Lamb, Sharon*
The Emergence of Morality in the Second Year of Life.
PUB DATE- Apr 89
NOTE- 54p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Kansas City, MO, April 27-30, 1989).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Cognitive Ability; Communication (Thought Transfer); *Empathy; *Individual Development; Inferences; *Language Acquisition; *Moral Development; Mothers; Naturalistic Observation; Standards; *Toddlers
IDENTIFIERS- *Developmental Patterns

In a study of children's moral development, four toddlers and their mothers were observed at home approximately every three weeks when toddlers were 13-23 months of age. Six behavioral signs of children's awareness of standards were coded: (1) proud looks, achievement smiles, statements of accomplishment; (2) awareness of, interest in, and exclamations about flawed objects and discrepant events; (3) awareness of a violation; (4) awareness that something was potentially harmful; (5) use of moral vocabulary, use of labels such as "good," "bad," or "yucky," and questioning or reciting of a rule; and (6) saying "Uh-oh" in response to accidents or with no evident reference. Mothers' remarks related to achievement, discrepancy, transgression, and empathy were coded. All four children showed peaks in signs between 17 and 18 months, and first displayed empathy between 16 and 19 months. Patterns of maternal communications followed the changes in children's behaviors. A class of behavior that was almost completely free of maternal input was interest in flawed objects and discrepant events. After 17 months, children were able to infer wrongdoing and another person's intentions. A major increase in use of internal state words occurred around the time of the peak in awareness of standards. Data suggest that early signs of moral concern may depend more on maturational than on socialization processes. About 90 references are cited. (RH)

ED 309 071 SE 050 724

Living in Water. An Aquatic Science Curriculum for Grades 4-6. Second Edition.

**National Aquarium in Baltimore, MD. Dept. of Education.**

SPONS. AGENCY- National Science Foundation, Washington, D.C.

PUB DATE- 89

NOTE- 339p.; Drawings may not reproduce well.

GRANT- MDR-8470190

AVAILABLE FROM- National Aquarium in Baltimore, Education Dept., Pier 3, 501 E. Pratt St., Baltimore, MD 21202 ($10.00 east of Rockies; $12.00 west of Rockies and Canada; $150.00 per box of 20).

LANGUAGE- English

EDRS Price - MF01/PC14 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- Animals; *Biological Sciences; Botany; *Ecology;

*Elementary School Science; Environmental Education; Intermediate Grades; Laboratory Equipment; Laboratory Procedures; Marine Education; Middle Schools; *Science Activities; Water; Zoology

This document is a scientific study of water, aquatic environments and the plants and animals that live in water. It was written for grades 4-6 but many activities may also be of interest for use with older students. This curriculum covers both marine and freshwater habitats. Each of five sections addresses a question about water which is then answered by a variety of activities using an experimental, science process approach to enable the students themselves to arrive at answers. Each section is preceded by teachers' information with science content related to the activities written for the teacher. The emphasis for the students is on process rather than on content. In addition to experiments and classification activities, several exercises test the application of basic principles through the development of models. Following each exercise, extension activities enable students to pursue a variety of related topics. Some allow students to apply the results of their experiments to specific environmental problems. Supporting materials offer information on preparation of materials and sources of supplies. Worksheets and information sheets may be used directly or may be replaced by materials prepared by the teacher. The review of what science education research says about the "hands-on" approach to teaching elementary science will help teachers understand the emphasis on process. A glossary of terms used is provided. (Author/CW)

ED 308 899 JC 890 330

*Floyd, Deborah L.; And Others*

Future Shop: A Model Career Placement & Transition Laboratory.

**Collin County Community Coll., McKinney, TX.**
SPONS. AGENCY- Texas Higher Education Coordinating Board, Austin.
PUB DATE- Jun 89
NOTE- 120p.
LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Career Exploration; *Career Guidance; *College Transfer Students; Community Colleges; Intercollegiate Cooperation; *Job Placement; Job Search Methods; Program Descriptions; Program Evaluation; Two Year Colleges

During 1988-89, the Collin County Community College District (CCCCD) conducted a project to develop, implement, and evaluate a model career laboratory called a "Future Shop." The laboratory was designed to let users explore diverse career options, job placement opportunities, and transfer resources. The Future Shop lab had three major components: (1) career assessment and exploration, including a career resources library, career interest assessments, a mentor program, a job fair, and employee education; (2) job transition and grooming, including interview coaching, seminars in resume writing and 4-year college transfer, and a video library; and (3) placement and transition support, including a computerized job referral system, college-affiliated job listings, job lead resources, and transfer articulation resources. All three model components were implemented at CCCCD, and one or more of the components were also piloted at 10 other Texas community colleges. Over 15,000 community college students utilized Future Shop services at one or more of the 11 participating colleges. Several means of evaluation were employed, including user feedback, comments from the participating institutions, advisory committee evaluations, and assessment by an external consultant. Overall, the evaluations were supportive of the Future Shop concept and the program. This manual provides an overview of the model; descriptions of the CCCCD program, including information on marketing, intake processes, and number of participants; descriptions of the pilot projects at the other colleges; summaries of project evaluations; a 135-item bibliography of materials in the career resources library; marketing resources; and detailed evaluation results. (JMC)

ED 309 011 RC 017 137

*Miller, Rodger; Bonsness, Joan*
A Building Level Support System for Elementary and Secondary Teachers.
**North Dakota State Dept. of Public Instruction, Bismarck.**
PUB DATE- Jan 87
NOTE- 35p.; Report based on this document was presented at the Annual Conference of the National Rural Education Association (80th, Bismarck, ND, September 24-28, 1988).

LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Collegiality; *Cooperative Planning; *Educational Cooperation; Elementary Secondary Education; Models; Participative Decision Making; *Problem Solving; Student Problems; *Teachers; Teamwork
IDENTIFIERS- North Dakota; *Support Systems

Teachers frequently need assistance in meeting the needs of students with behavior and learning problems. Contacts with peers and other staff usually are informal and do not allow thorough analysis of the problem. The Building Support System model used in some North Dakota schools provides prompt, accessible support to teachers through peer problem-solving. Teachers who have students with problems refer themselves to the building support team, which typically consists of the principal, two or more classroom teachers, and two or more selected resource persons. The team and the referring teacher jointly engage in a structured process of conceptualizing the problem, brainstorming solutions, and planning interventions. Students, parents, and other specialists may also participate in team meetings. Follow-up meetings determine intervention effectiveness and consider special education referral, if necessary. Critical elements in team development include the support of the principal, a commitment to problem solving and group thinking, recognition that procedures and participant skill levels will change over time, and a cooperative spirit among teachers. Appendices include an information document for teachers; team meeting guidelines for the chairperson; a flowchart of the building support-team process; and forms for student referral, classroom observation, team meeting minutes, team suggestions, and team referral to special education. (SV)

ED 309 025 SE 050 634

*Souviney, Randall; And Others*
Secondary Mathematics Education in San Diego and Imperial Counties. California Mathematics Project Final Report. Report #5.

**California Univ., San Diego, La Jolla. Center for Human Information Processing.**
PUB DATE- 31 Jul 84
NOTE- 130p.
GRANT- UCSD-5052
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Computer Uses in Education; Educational Improvement; Educational Innovation; High Schools; *Inservice Teacher Education; Mathematics Education; Problem Solving; *Program Evaluation; *Retraining; *Secondary School Mathematics; *Secondary School Teachers; Socioeconomic Influences; Student Motivation; Surveys; Teacher Qualifications; Teacher Shortage
IDENTIFIERS- *California

In San Diego and Imperial Counties (California) all high schools now require between 2 and 3 years of mathematics of their students. This represents almost a doubling of the minimum mathematics requirements in the last 2 years. While the requirements have been increasing, the availability of qualified secondary mathematics teachers has been decreasing. Over 70% of the mathematics teacher appointments made during the past 6 years were teachers already in the systems who transferred from other disciplines. The central goal of the University of California San Diego/San Diego State University (UCSD/SDSU) California Mathematics Project was to provide information useful in planning re-training programs for secondary mathematics teachers in San Diego and Imperial Counties. This report specifies the current status of secondary mathematics teaching in this area. Discussions include a profile of mathematics teachers, a follow-up of the re-training program, and program evaluation. Included are 18 tables and 18 references. Appendices include the district survey, teacher survey, and information about the Mathematics Diagnostic Testing Project exams. (DC)

ED 309 040                                SE 050 672

*Adey, Philip, Ed.; And Others*
Adolescent Development and School Science. Based on the Proceedings of an International Seminar Held at King's College Centre for Educational Studies (London, England, September 1987).
REPORT NO.- ISBN-1-85000-429-3
PUB DATE- 89
NOTE- 379p.
AVAILABLE FROM- Falmer Press, Taylor & Francis, Inc., 242 Cherry St., Philadelphia, PA 19106-1906 (hardcover: $55.00, ISBN-1-85000-428-5; paperback: $24.00, ISBN-1-85000-429-3).

LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Collected Works - Proceedings (021) Books (010)
DESCRIPTORS- Action Research; *Adolescent Development; Adolescents; *Cognitive Development; Elementary School Science; Foreign Countries; Junior High Schools; Middle Schools; *Misconceptions; *Piagetian Theory; Schemata (Cognition); *Science Curriculum; Science Education; Science Instruction; Science Teachers; *Secondary School Science

This book contains the proceedings of a seminar that investigated the impact of cognitive and social development on the teaching of science in secondary schools, and the possible ways in which the science curriculum could be a context in which adolescents' development could be positively influenced. Six plenary papers were presented: (1) "Research on Advanced Reasoning, Concept Acquisition, and a Theory of Science Instruction" (Anton E. Lawson); (2) "Hewers of Wood and Drawers of Water? Or Populations in Change?" (Michael Shayer); (3) "Theory in Practice: How to Assist Science Teachers to Teach Constructively" (Peter J. Fensham); (4) "Changing Conceptions" (Rosalind Driver); (5) "Physics Education and Students' Development" (Marie-Genevieve Sere and Annick Weil-Barais); and (6) "Science Teaching from a Developmental Perspective: The Importance of Central Conceptual Skills" (Robbie Case). A total of 22 papers from six working groups on the different aspects of adolescent cognitive development are included. A list of participants is appended. (YP)

ED 309 056 SE 050 709

*Bugliarello, George*

Physical and Information Sciences and Engineering: Report of the Project 2061 Phase I Physical and Information Sciences and Engineering Panel.

**American Association for the Advancement of Science, Washington, D.C.**
SPONS. AGENCY- Andrew W. Mellon Foundation, New York, N.Y.; Carnegie Corp. of New York, N.Y.
REPORT NO.- AAAS-89-04S; ISBN-0-87168-345-8
PUB DATE- 89

NOTE- 49p.; For other Project 2061 panel reports, see SE 050 707-711; for overview and summary, see SE 050 712-713.
AVAILABLE FROM- AAAS Books, Dept. 2061, P.O. Box 753, Waldorf, MD 20604 (for price, contact AAAS offices; quantity prices available).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Concept Teaching; Elementary School Science; Elementary Secondary Education; *Engineering; *Fundamental Concepts; Futures (of Society); *Information Science; *Physical Sciences; Science and Society; Science Course Improvement Projects; Scientific Concepts; *Scientific Literacy; Secondary School Science
IDENTIFIERS- *Project 2061 (AAAS); *Science Policy

This is one of five panel reports that have been prepared as part of the first phase of Project 2061, a long-term, multipurpose undertaking of the American Association for the Advancement of Science designed to help reform science, mathematics, and technology education in the United States. Major sections included are: (1) "Introduction" (describing the nature of physical science, information science, and engineering); (2) "Social Interactions"; (3) "Methods"; (4) "Models and Measurement"; (5) "Unifying Concepts" (including the concepts of materials, energy, information, and systems); (6) "Key Specific Concepts" (providing concepts in the area of physics and chemistry, earth and astronomical sciences, information science and computer science, and engineering); and (7) "Notes on Learning" (suggesting ideas on teaching). The members of the panel and consultants are listed. (YP)

# DOCUMENT RESUME

ED 309 087 SE 050 743

*Hussey, Sharon Woods*
Leading Girls to Mathematics, Science, and Technology: Into the World of Today and Tomorrow. Contemporary Issues Series.
**Girl Scouts of the U.S.A., New York, N.Y.**
SPONS. AGENCY- Weyerhauser Company Foundation, Tacoma, WA.
PUB DATE- 87
NOTE- 40p.; Colored drawings may not reproduce well.
AVAILABLE FROM- Girl Scouts of the U.S.A., National Equipment Service, 830 Third Avenue, New York, NY 10022 ($1.50, No. 26-823).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Computer Uses in Education; Elementary School Mathematics; Elementary School Science; Elementary Secondary Education; *Females; Instructional Materials; *Mathematics Education; *Nonformal Education; Organizations (Groups); *Science Activities; Science and Society; *Science Education; Secondary School Mathematics; Secondary School Science; Sex Bias; Sex Role; *Technology

Girls and women live in a world that offers greater choices and opportunities than ever before. However, despite these expanded options, choices to enter into courses of study in mathematics and science are being ignored by many. This limits their understanding, enjoyment, and employment in these fields. This document is designed to help Girl Scout leaders and others to encourage girls to become involved in mathematics, science, and technology activities. This booklet includes: (1) a rationale for encouraging girls; (2) a discussion of educational and social influences; (3) activity ideas for exploring science, mathematics, and technology; (4) suggestions for encouraging girls; (5) a discussion of role models; (6) linkages to the Girl Scout program; and (7) a set of computer activities. A list of national organizations, museums and science centers, magazines, books, and local resources is appended. (CW)

# DOCUMENT RESUME

ED 309 103 SO 019 975

Beyond High School Graduation Requirements: What Do Students Need To Learn at The International High School?
**LaGuardia Community Coll., Long Island City, NY. International High School.**
PUB DATE- 88
NOTE- 65p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Career Education; Curriculum Guides; *English (Second Language); Foreign Students; Guidance; High Schools; Integrated Curriculum; *Language Skills; Mathematics Instruction; *School Community Relationship; Science Instruction; *Second Language Instruction; Social Studies
IDENTIFIERS- City University of New York LaGuardia Comm Coll; *International High Schools

The International High School opened on the campus of LaGuardia Community College in September 1985, with the goal of developing basic English language proficiency through a program of substantive study in a high school/college curriculum for students of limited English language abilities. This curriculum guide presents seven areas of discussion, with each section including a presentation of the philosophies and methods to meet the goals of that area. The main obligation of the English language program is to develop the necessary skills to compete successfully in an English speaking society while maintaining native languages and cultures. A section on the Integrated Learning Center shows how courses are identified by a theme and then via concepts and skills (study and cognitive). A breakdown in this manner of eight required courses is given. While the principle instructional responsibility of the social studies program is to develop and improve English language proficiency, the emphasis of that instruction combines programs on the students' native languages and cultures with U.S. studies. The career education program is designed to aid students in finding a productive and self-fulfilling position in the workplace through classes designed to enhance their job acquisition skills and on-site internship programs. The science program aims at developing an understanding of the scientific process and method and the development of scientific communication skills. The foundation of the mathematics program rests on infusing English-as-a-Second Language techniques into the mathematics curriculum, and through a program of Sequential Mathematics classes develop mathematics skills for the students' personal, career, or college needs. A guidance program provides individual and group support for students. The final section provides an overview of The International High School. (PPB)

# DOCUMENT RESUME

ED 309 117                    SO 020 042

*Monk, Des*
Recent Developments in Computer Aided Learning: A Case Study. Research Papers in Economics Education, Number 13.
**London Univ. (England). Inst. of Education.**
PUB DATE- Nov 88
NOTE- 32p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Business Education; *Computer Assisted Instruction; Computers; Computer Simulation; *Computer Software; *Economics Education; *Educational Technology; Foreign Countries; Higher Education; Interviews; Questionnaires; Surveys; Teachers
IDENTIFIERS- *England

This paper explores the changes that have occurred in computer aided learning in economics and business education between 1983 and 1988. Evidence is presented from interviews with leading software publishers, a survey of colleges in Hertfordshire (England), classroom observations, and interviews with lecturers. The main conclusions are that a wide range of software is currently available and that much of it is more appropriate for the average student than was the first generation of software. However, the existence of an information gap has meant that teachers often do not know about the available software, nor do they necessarily know how to make the best use of it. Economics and business studies students still receive only a handful of hours of computer assisted training per year. Economics teachers are more likely to have their own microcomputers. Ironically, this has not yet led to a significant increase in computer aided learning during the 1980's. Logistical difficulties seem to have hampered such a development. (Author/PPB)

# DOCUMENT RESUME

ED 309 131 SO 020 188

*Gore, Deborah, Ed.*
Iowa Folklife.
**Iowa State Historical Society, Iowa City.**
PUB DATE- Apr 89
NOTE- 33p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Art; Childrens Games; Elementary Education; *Folk Culture; *History Instruction; Instructional Materials; Poetry; *Reading Materials; *Social History; *Social Studies; *Student Interests
IDENTIFIERS- *Folktales; Historical Materials; Iowa

This issue of the "Goldfinch" is devoted to Iowa folklife. The first article explores what "folklife" is and provides several examples. The second article is about artwork and poetry done by Mesquakie Indian children from the Sac and Fox Settlement School near Tama, Iowa. Dome-shaped structures, called "wickiups," in which the Mesquakie Indians used to live are also examined. The third article discusses traditional games and the reasons why children play them. Storytelling is the subject of the fourth article. There is a section to help students discover their own family folklife. Activities enable children to explore their own lives and those of other family members. They are encouraged to look through family photographs, find recipes that have been handed down over several generations, and find family "treasures" that have historical or sentimental value. Instructions are included for a "Family Folklore" card game. The fifth article is about folk songs. Traditional songs, like "Go Tell Aunt Rhody," are discussed and two songs by Iowa elementary students are included. The sixth article describes quilting and the "Quilt Game." Festivals are the subject of the seventh article. A Folklife crossword puzzle, a BASIC computer program, an essay on Harriet Tubman written by a sixth grader, and suggestions for reading and summer sightseeing are also included. A number of pictures and illustrations complement the articles. (GEA)

# DOCUMENT RESUME

ED 309 145 SP 031 206

Strategic Planning Document.
**Illinois State Univ., Normal. Coll. of Education.**
PUB DATE- 1 May 89
NOTE- 25p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College School Cooperation; *Educational Research; Elementary Secondary Education; Higher Education; *Institutional Mission; *Laboratory Schools; *Long Range Planning; Preservice Teacher Education; *Schools of Education
IDENTIFIERS- Beginning Teacher Induction; *Illinois State University

An outline is presented of long-term planning for the improvement of the College of Education at Illinois State University. Focus will be on instruction, research, and service. While a large percentage of effort will be allocated to instruction, a significant portion of personnel resources will be devoted to applied research and direct service to the education community beyond the university. Initial preparation programs will be research based and field oriented. General education, specialty studies, and the professional education components of the program will reflect the standards of learned societies and professional associations as well as the experience of master educators. Students will be expected to study liberally in disciplines which support their professional goals. An elementary school and a high school will serve as laboratories for the development of improved teaching and learning, and will constitute primary sites for efforts to test and apply knowledge about teaching and learning and to disseminate results. The transition from preservice student to teacher will be supported through induction programs. (JD)

# DOCUMENT RESUME

ED 309 160 SP 031 313

*Gabert, Trent E.*
Attitudes, Beliefs, and Models in Adherence to Exercise and Sport.
PUB DATE- Apr 89
NOTE- 19p.; Paper presented at the Annual Meeting of the American Alliance for Health, Physical Education, Recreation and Dance (Boston, MA, April 20-23, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Athletics; *Attitudes; Behavior Modification; *Beliefs; *Exercise; *Individual Characteristics; Perceptual Development; *Psychological Patterns; Self Actualization; Social Cognition

The general purpose of the symposium was to connect several factors which have been studied in the psychological domain to the exercise and sport behavior domain. The assumption that factors related to adherence are facilitated through the psychological connection have been widely discussed in literature. Models allow for the development of an abstract outline specifying relations between variables and their relationship to the phenomena of interest. For example, adherence models frequently include the components of attitude and belief and take into consideration an individual's cognition or mind-set of an attribute or situation. It is noted that adherence is a complex, multidimensional factor in exercise and sport and is strongly influenced by psychology. Figures of five models are included as well as 27 references. (JD)

# DOCUMENT RESUME

ED 309 177 TM 013 547

*Smith, James E.; And Others*
High School and Beyond Financial Aid Supplement: Methodology Report.
**National Opinion Research Center, New York, NY.**
SPONS. AGENCY- Center for Education Statistics (OERI/ED), Washington, DC.
PUB DATE- Jan 88
NOTE- 286p.
CONTRACT- OE-300-82-0273
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Cohort Analysis; College Students; Confidential Records; *Data Collection; Data Processing; Grade 10; Grade 12; High School Graduates; High Schools; High School Seniors; Longitudinal Studies; *National Surveys; Postsecondary Education; *Research Methodology; *Student Financial Aid; Student Loan Programs; Student Records
IDENTIFIERS- Guaranteed Student Loan Program; *High School and Beyond (NCES); Pell Grant Program

In the spring of 1980, the High School and Beyond (HSB) base year survey collected data from about 28,000 seniors and about 30,000 sophomores in more than 1,000 secondary schools. This supplement was designed to collect data concerning the methodology associated with the receipt of postsecondary financial aid within the first 4 years after high school for selected members of the HSB senior and sophomore cohorts. Financial aid data were collected for students in the sophomore cohort (n=10,026) during 1986-87 for the 1982-83 through 1985-86 academic years. Senior cohort (n=10,708) data were collected for the 1980-81 through 1983-84 school years. Sources of data include federal records of the Guaranteed Student Loan (GSL) program, federal records of the Pell Grant Program, and yearly GSL disbursement data from guarantee agencies participating in the GSL program. In addition, for students in the senior cohort, financial aid data were collected from the postsecondary institutions that the students reported attending. Original and follow-up data collection techniques, which depended on mail and telephone contacts and extraction of data from data bases, are described; and software and data entry and editing are discussed. Administration of the Institution Financial Aid Records Survey to the senior cohort is discussed; and the methods used to extract data from the records of the state guarantee agency GSL program, the federal guaranteed student loan program, and the Pell Grant disbursement program are described. Problems associated with confidentiality and non-response are also covered. Seven data tables, three figures, and eight exhibits are presented. The bulk of the document consists of 14 appendixes which provide copies of the data collection and processing plan various training and procedural manuals, and other forms and materials related to the research. (TJH)

# DOCUMENT RESUME

ED 309 191 TM 013 662

*Boekkooi-Timminga, Ellen*
Algorithms for the Construction of Parallel Tests by Zero-One Programming. Project Psychometric Aspects of Item Banking No. 7. Research Report 86-7.
**Twente Univ., Enschede (Netherlands). Dept. of Education.**
SPONS. AGENCY- Netherlands Inst. for the Advancement of Pure Research, The Hague.
PUB DATE- 86
NOTE- 35p.
AVAILABLE FROM- Mediatheek, Faculteit Toegepaste Onderwijskunde, Universiteit Twente, P.O. Box 217, 7500 AE Enschede, The Netherlands.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Algorithms; *Computer Assisted Testing; Foreign Countries; Item Banks; *Latent Trait Theory; *Test Construction; Test Items
IDENTIFIERS- Assignment Models; *Parallel Test Forms; *Zero One Programing

Nine methods for automated test construction are described. All are based on the concepts of information from item response theory. Two general kinds of methods for the construction of parallel tests are presented: (1) sequential test design; and (2) simultaneous test design. Sequential design implies that the tests are constructed one after the other; simultaneous test design considers the construction of all forms at the same time. The first two sequential methods (Methods 1 and 2) discussed do not assume any manipulation on the collection of items. One is based on constructing two tests following the same test item specifications, and the other assigns items in the second test to items in the first test. Four additional sequential methods (Methods 3 through 6) assume that the collection of items is divided into two comparable parts. These methods differ from the first two only in the specific groups of items from which the desired tests are determined. Three methods (Methods 7 through 9) are also presented from simultaneous test construction. Method 8 is based on the method of E. Boekkooi-Timminga (1986). The other two methods start from the principle of assignment. All of the methods are based on the use of the optimization technique zero-one programming. Illustrations of each of the nine methods indicate that the first two methods suggested may not be suitable for constructing parallel tests and that Method 8 most warrants further investigation. Three tables present test design methods and data from test selection. (SLD)

# DOCUMENT RESUME

ED 309 204 UD 026 853

*O'Neill, June; And Others*
The Economic Progress of Black Men in America. Clearinghouse Publication 91.
**Commission on Civil Rights, Washington, D.C.**
PUB DATE- Oct 86
NOTE- 166p.
AVAILABLE FROM- United States Commission on Civil Rights, Washington, DC 20425.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Black Employment; Blacks; Civil Rights Legislation; *Economically Disadvantaged; *Education Work Relationship; Equal Opportunities (Jobs); Labor Market; *Males; Multivariate Analysis; *Racial Differences; Racial Discrimination; Research Proposals; *Salary Wage Differentials; Unemployment
IDENTIFIERS- *Economic Equity

This report attempts to identify and analyze the causes of the differences between the earnings and employment of black males and white males. Although the earnings gap between black and white men was substantially reduced between 1940 and 1980, black men still earn less than white men. While the relative earnings of black men has risen since 1940, their relative employment has declined. Factors that influence the earnings gap include the following: (1) discrimination; (2) education; (3) region of residence; (4) industrial sector; and (5) marital status. The report finds that while a narrowing of racial differences in worker characteristics accounts for part of the earnings convergence, other factors, including declining racial prejudice, federal civil rights policies, and unmeasured changes in employment skills, must be considered. The precise effect of civil rights policy remains undetermined. Some of the evidence attributes earnings differentials to differences in knowledge and skills acquired in school. Further research on the following issues is recommended: (1) the effect of civil rights programs; (2) black-white differentials in educational attainment; (3) declining labor force participation among younger black men; (4) upward earnings bias due to labor force withdrawal; and (5) the failure of the black-white unemployment gap to narrow. The report includes four appendices, a bibliography, 51 statistical tables, and nine figures. (AF)

# DOCUMENT RESUME

ED 309 217 UD 026 879

*Semons, Maryann*
The Salience of Ethnicity at a Multiethnic Urban High School from the Students' Perspective.
PUB DATE- 27 Mar 89
NOTE- 34p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- American Indians; Asian Americans; Black Students; *Cultural Awareness; Cultural Background; *Ethnicity; Ethnic Stereotypes; Ethnic Studies; Filipino Americans; High Schools; Hispanic Americans; *Minority Group Children; Multicultural Education; *Racial Differences; *Secondary School Students; *Social Cognition; Student Attitudes; Urban Schools; Whites

The articulation or suppression of ethnicity among high school students depends on the individual's estimation of the relevancy of ethnicity, an estimation linked to structural factors in society. Data for this ethnographic study were derived from extensive observations of students by a participant-observer at a multiethnic urban high school. The ethnic breakdown of the 1,300 students was as follows: (1) 38 percent Black; (2) 24 percent Hispanic; (3) 23 percent White; (4) 11 percent Asian; (5) 3 percent Filipino; and (6) 1 percent Native American. Fieldwork extended over the course of one academic year and consisted of an initial week of regular classroom observations followed by informal interviews of about 50 students, representing the four predominant ethnic groups and a number of students of mixed background. Six of the faculty and staff were also interviewed to corroborate or challenge the findings. Conclusions include the following: (1) the articulation of ethnicity is based on ritual, conflict, interest, and values; (2) the denial of ethnicity is based on racism and internalized oppression; (3) students frequently suppressed ethnicity to avoid being stereotyped; (4) ethnicity was emphasized during conflict situations that often were not racially based or when promoting individual and group interests; and (5) ethnicity emerged most frequently for Asian and Hispanic students in intragroup situations, but ethnicity was more relevant for Black and White students in an intergroup situation. A list of 42 references is appended. (FMW)

# DOCUMENT RESUME

ED 309 231 UD 026 923

*Miller, George, Ed.*
Giving Children a Chance: The Case for More Effective National Policies.
**Center for National Policy, Washington, DC.**
SPONS. AGENCY- Primerica Foundation, Greenwich, CT.
REPORT NO.- ISBN-0-944237-28-2
PUB DATE- 89
NOTE- 244p.
AVAILABLE FROM- University Press of America, 4720 Boston Way, Lanham, MD 20706 ($15.00).
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Books (010) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Childhood Needs; *Cognitive Development; Community Role; *Disadvantaged Youth; Early Childhood Education; *Early Intervention; Family Financial Resources; Health Care Costs; *High Risk Persons; Policy Formation; *Poverty; Prevention; Program Development; *Public Policy; Retrenchment; Social Problems

There is a lack of information about the problems of underclass people and the effects of their situation on their children. Views on this issue were sought from young corporate and community leaders. The responses showed a high level of concern and a need for more knowledge about the effectiveness of early intervention programs for these high-risk children. Evidence and arguments are presented to begin the development of a national strategy for this population. The chapters are the following: (1) "Early Childhood Programs for Children in Poverty: A Good Place to Start" (Bernice Weissbourd, Carol Emig); (2) "Early Intervention in Cognitive Development As a Strategy for Reducing Poverty" (James Garbarino); (3) "Our Nation's Youngest Children: Who They Are and How They Are Cared For" (Eleanor S. Szanton); (4) "Recent Developments in Infant and Child Health: Health Status, Insurance Coverage and Trends in Public Health Policy" (Sara Rosenbaum); (5) "Poverty, Family, and The Black Experience" (James Comer); (6) "Equal Opportunity for Infants and Young Children: Preventive Services for Children in a Multi-Risk Environment" (Stanley Greenspan); (7) "Breaking the Cycle of Disadvantage: New Knowledge, New Tools, New Urgency"

(Lisbeth B. Schorr); and (8) "Giving Children a Chance: What Role Community-Based Early Parenting Interventions?" (Judith Musick, Robert Halpern). The appendix, "Investing in Prevention: Tomorrow's Leaders and the Problem of Poverty" (Peter D. Hart) is a report on the problem of poverty prepared for the Center for National Policy. Brief biographies of the authors are provided. (VM)

ED 309 088 SE 050 744

*Blair, David E.*
On Mathematics in Curriculum Reform in Elementary Mathematics.
Elementary Subjects Center Series No. 9.
**Center for the Learning and Teaching of Elementary Subjects, East Lansing, MI.**
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 89
NOTE- 25p.
GRANT- OERI-G0098C0226
AVAILABLE FROM- Institute for Research on Teaching, College of Education, Michigan State University, 252 Erickson Hall, East Lansing, MI 48824 ($3.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Curriculum Development; Elementary Education; *Elementary School Mathematics; Integrated Curriculum; *Mathematical Concepts; *Mathematicians; *Mathematics Curriculum; Mathematics Education; *Units of Study
IDENTIFIERS- *School Mathematics Study Group

This paper, one of a series considering eight disciplines, describes historical developments and current thinking in mathematics concerning what ought to be included in the elementary school mathematics curriculum. The first part of this paper is devoted to a discussion of the previous involvement of mathematicians in curriculum reform projects. The second part reviews only the most notable of these projects, the School Mathematics Study Group, then gives a few general remarks and discusses the Comprehensive School Mathematics Project. The third part speculates on the future content of the elementary curriculum, the integrated curriculum, and applications including problem solving. The fourth part addresses the question of important content. While the elementary mathematics curriculum is and should remain mostly arithmetic, including estimation, probability, statistics, and use of hand-held calculators, it should also include other topics such as geometry and spatial visualization, logical deduction, problem solving, and something on the nature of mathematics. The final section is a sample unit on area at about the fifth- or sixth-grade level. The unit builds from properties of area to the area of triangles, parallelograms, and trapezoids. The unit contains some sample exercises, but is not entirely self-contained. (Author/YP)

*Smolucha, Larry; Smolucha, Francine*

Synergistic Psychology Applied to Artistic Creativity.

PUB DATE- Jul 88
NOTE- 14p.; Paper presented at the International Colloquium on Empirical Aesthetics (10th, Barcelona, Sicily, October 15, 1988).
AVAILABLE FROM- Larry W. Smolucha, 1406 Westminster Court, Darien, IL 60559.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; Art Education; Art Expression; *Cognitive Processes; *Creative Thinking; *Creativity Research; Creativity Tests; Imagination; Imitation; Infant Behavior; Interpersonal Relationship; Learning Processes; Learning Strategies; *Object Manipulation; Pretend Play; *Psychology; *Synthesis
IDENTIFIERS- *Vygotsky (Lev S)

Synergistic psychology has been proposed as a meta theory for synthesizing different psychological theories into an explanation of how social, cognitive, and biological factors interact in human behavior. The basic theoretical assumption in synergistic psychology is that internalized social interactions become higher mental functions that regulate lower biological functions. The synthesis of psychoanalytic and Vygotskian theories can be woven around six common issues: (1) the interaction of thought and language in cognition; (2) the role of adults as mediators of infant's early object manipulations; (3) the role of internalized social interactions in the regulation of thought; (4) the collaboration of imagination and logical thought in creative thinking; (5) the role of nonverbal unconscious thought in cognition; and (6) the role of internalized social interactions involving speech and object manipulations in the development of self-concept and world view. The teaching of studio art involves the two domains of the craft of art and the conceptual processes of artistic activity. While some may suggest that creativity is a natural attribute of most people that will manifest itself if allowed to do so in a laissez faire manner, the synergistic approach suggests that what is needed is a developmental model of teaching creative problem solving with maximal social interaction and collaboration with the teacher. Future research will investigate the effects of social interaction with adults on the child's object substitutions in play. A reference list of 18 items is included. (PPB)

ED 309 146 SP 031 231

*Neal, Nelson D.; Fortin, Sylvie*
Domain Discrimination in Dance Attitude Research.
PUB DATE- 86
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Affective Behavior; *Attitude Change; Cognitive Psychology; *Dance; Elementary Education; Foreign Countries; *Language Attitudes; *Language of Instruction; *Student Attitudes
IDENTIFIERS- Neals Dance Attitude Inventory

This study sought to discover if attitudinal research should discriminate between psychological domains. The purpose was also to discover any significant differences between the dance attitudes of French Canadian children taught by a "home" teacher (French speaking) or by a "foreign" teacher (English speaking) after participation in four dance sessions. Neal's Dance Attitude Inventory (1985) was used to collect data. Subjects were girls (N=50) and boys (N=56) enrolled in co-educational third-grade classes at two schools in Quebec, Canada. The total score range was 30 to 120, with scores of 12 to 48 in the affective and the cognitive domains and 6 to 24 in the behavioral domain. Significant shifts between pretest and posttest scores were found in the English group; and in the cognitive domain for girls and boys in the French group and for boys in the control group. The results lend support to attitude research which discriminates between domains because a shift in one psychological domain does not mean that there will be a shift in other domains. The study also provides support for a shift in subjects' affective dance attitudes due to direct participation whether or not the teacher speaks the native language of the subjects. (JD)

ED 309 161 SP 031 314

*Strandberg, Warren, Ed.*
Teacher as Philospher. Proceedings of the Annual Meeting of the South Atlantic Philosophy of Education Society (35th, Spartanburg, South Carolina, October 14-15, 1988).
**South Atlantic Philosophy of Education Society.**

PUB DATE- Oct 88
NOTE- 168p.
AVAILABLE FROM- South Atlantic Philosophy of Education Society, c/o Warren Strandberg, Ed., School of Education, Box 2020, Virginia Commonwealth University, Richmond, VA 23284-2020 ($5.00).
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Cognitive Processes; *Educational Objectives; *Educational Philosophy; *Educational Theories; *Epistemology; Ethics; Humanism; Learning Processes; Mainstreaming; Reading Instruction; Schools of Education; Sex Differences; *Teacher Role

The papers in this publication are, for the most part, coupled as a statement of position followed by a response. The subjects addressed cover a broad spectrum of educational philosophy. Topics chosen for presentation include: (1) basic reading instruction for hermeneutic understanding; (2) the teacher as a philospher; (3) the classroom as a marketplace for ideas; (4) should artists study philosophical aesthetics? (5) Soviet education and Glasnost; (6) the danger of the accountability movement; (7) ethical neutrality; (8) the philosophy of teaching; (9) education for all handicapped children; (10) the role of schools of education; (11) gender differences in thinking; and (12) curricular epistemology. (JD)

*Sunal, Cynthia Szymanski; Osa, Osayimwense*
Children's Conceptions of Economic Inequality in Nigeria and the
United States.
PUB DATE- 88
NOTE- 23p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cultural Differences; *Economic Opportunities; *Economic Status; Elementary Secondary Education; Foreign Countries; Interviews; Perspective Taking; Poverty; Social Attitudes; *Social Cognition; Social Studies; Student Attitudes; Surveys
IDENTIFIERS- Conflict Theory; *Equality (Social); Functionalism; *Nigeria

Sixty-six Nigerian and 120 U.S. rural children and adolescents (ages 6-18) from three social classes were interviewed about their conceptions of economic inequality. The rich and poor were described referring to central (traits, thoughts) and sociocentric (class consciousness, life chances) characteristics. Age was a factor in change of type of response given. Differences between rich and poor were increasingly described by U.S. children using central responses while inconsistency of response was evident among Nigerians. Nigerians described similarities less diversely than those in the United States. Diverse responses were given to explain inequalities in wealth. Nigerians and older U.S. students emphasized personal effort as a means to upward social mobility. Younger U.S. subjects used definitional criteria to justify wealth while older subjects gave diverse responses. Nigerians tended to justify wealth on the basis of personal effort. Findings were interpreted in terms of cognitive developmental, functionalist, and conflict theories. Tentative curriculum implications are presented. (A discussion of the responses to 12 questions asked the students are given. A bibliography of 29 sources is included.) (Author/PPB)

ED 309 132 SO 020 193

*Holt, Evelyn R.*
Labor Studies in the Curriculum. ERIC Digest.
**ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.**
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- EDO-SO-89-5
PUB DATE- Jul 89
NOTE- 4p.
CONTRACT- RI88062009
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Curriculum Design; *Curriculum Development; *Curriculum Enrichment; *Labor Force; Labor Problems; Labor Relations; Secondary Education; Social Studies
IDENTIFIERS- ERIC Digests

Labor studies are often not included or underemphasized in the elementary and secondary school curricula. This ERIC Digest examines major themes of labor studies; inclusion of these themes in the curriculum; likely positive outcomes of labor studies in the curriculum; and available resources for teachers and students. Key historical events, the influence of immigration in the rise of unions, biographical studies of labor leaders, and labor legislation are major themes suggested for inclusion in elementary and secondary curricula. Labor studies can be incorporated in civics classes by discussing the right of citizens to join labor unions; in economics classes by the use of collective bargaining simulations; and in literature and creative writing classes by reading books with labor themes. Positive outcomes of including labor studies in the curriculum are a greater understanding of the contributions of workers, an appreciation of struggles that resulted as workers attempted to secure their rights, and increased knowledge of workers' rights. Sources of information about labor studies are suggested, and a 17-item bibliography of references and ERIC resources is included. (CT)

ED 309 178 TM 013 620

*Applebee, Arthur N.; And Others*
Crossroads in American Education: A Summary of Findings. The Nation's Report Card. Report No. 17-OV-01.
**National Assessment of Educational Progress, Princeton, NJ.**
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- ISBN-0-88685-085-1
PUB DATE- Feb 89
NOTE- 60p.
GRANT- NIEG-83-0011
AVAILABLE FROM- National Assessment of Educational Progress, Educational Testing Service, Rosedale Road, Princeton, NJ 08541-0001.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Computer Literacy; *Educational Quality; *Educational Trends; Elementary School Students; Elementary Secondary Education; Grade 4; Grade 8; Grade 11; Literature; Mathematics Achievement; Meta Analysis; *National Surveys; North American History; Reading Achievement; Science Education; Secondary School Students; *Statistical Data
IDENTIFIERS- *National Assessment of Educational Progress; Writing Achievement

This summary report from The Nation's Report Card offers a synthesis of findings from recent national assessments of American education for 9-, 13-, and 17-year-old students in a variety of subject areas. Areas covered include reading, writing, mathematics, science, American history, literature, and computer competence. Trends in academic achievement, levels of learning, and factors related to achievement are discussed. Since 1969, the National Assessment of Educational Progress (NAEP) has conducted regular surveys of student proficiency in a range of subjects, each involving a national sample of students; about 1.4 million students from a cross-section of grade levels have participated in the assessments to date. Findings from recent NAEP assessments provide evidence of progress in students' academic achievement. Results from the 1984 and 1986 assessments indicate that, on the average, students' proficiency in reading has improved; proficiency in writing, mathematics, and science has improved in recent assessments following earlier declines. Equity is being approached between minority students and their white peers. Student achievement gains are associated with time spent on homework, course rigor, participatory teaching, and supportive home environments. The findings also indicate a lack of significant advancement in the area of innovative and thoughtful application of knowledge. Descriptions of proficiency levels (levels 150, 200, 250, 300, and 350) for reading, mathematics, and science are appended in the form of sample test items. (TJH)

ED 309 192 TM 013 672

*van der Linden, Wim J.; Boekkooi-Timminga, Ellen*
A Maximin Model for Test Design with Practical Constraints. Project Psychometric Aspects of Item Banking No. 25. Research Report 87-10.
**Twente Univ., Enschede (Netherlands). Dept. of Education.**
SPONS. AGENCY- Netherlands Inst. for the Advancement of Pure Research, The Hague.
PUB DATE- Dec 87
NOTE- 37p.
AVAILABLE FROM- Mediatheek, Department of Education, University of Twente, P.O. Box 217, 7500 AE Enschede, The Netherlands.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Algorithms; Foreign Countries; Item Banks; *Latent Trait Theory; *Linear Programing; Mathematical Models; *Test Construction; Testing Problems; Test Items
IDENTIFIERS- *Constraints; *Maximin Model; Three Parameter Model

A "maximin" model for item response theory based test design is proposed. In this model only the relative shape of the target test information function is specified. It serves as a constraint subject to which a linear programming algorithm maximizes the information in the test. In the practice of test construction there may be several demands with respect to the properties of the test. The way in which these can be formulated as linear constraints in the model is demonstrated. The constraints discussed include: (1) test composition; (2) administration time; (3) selection of item features; (4) group-dependent item parameters; (5) inclusion or exclusion of individual items; and (6) inter-item dependencies. An example of a test construction problem with practical constraints is presented. Using the three-parameter logistic model, an item bank of 1,000 items was drawn for the application of the test construction model, which was solved using the computer program LINPROG. Some alternative models of test construction are discussed. Three tables provide information about four solutions and list alternative objective functions in test construction. (SLD)

ED 309 205 UD 026 854

A Guide to Developing Multicultural, Nonsexist Education Across the Curriculum.
**Iowa State Dept. of Education, Des Moines.**
PUB DATE- May 89
NOTE- 75p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Cultural Awareness; Elementary Secondary Education; *Intercultural Programs; *Interdisciplinary Approach; *Multicultural Education; *Nondiscriminatory Education; *Sex Fairness; State Curriculum Guides; State Programs
IDENTIFIERS- *Iowa

This guide is designed to help administrators and teachers develop curriculum and improve instruction in multicultural, nonsexist education in response to a 1985 mandate from the Iowa State Assembly requiring the coordination of curriculum across subject matter lines at all levels of education. Multicultural, nonsexist education (MCNSE) is a process through which a body of knowledge and a set of attitudes and skills are infused throughout the curriculum. The purpose of this guide is to infuse MCNSE goals, objectives, strategies, and evaluation across the K-12 curriculum. The following topics are included: (1) rationale; (2) Iowa law and school standards; (3) teacher strategies and classroom examples for incorporating student goals and objectives into each vertical strand of the curriculum; and (4) evaluation. The following content areas are discussed: (1) Arts; (2) Foreign Language; (3) Health and Physical Education; (4) Language Arts; (5) Mathematics; (6) Science; (7) Social Studies; and (8) Vocational Education. A glossary, an evaluation checklist, a 107-item annotated bibliography of resources on theory and classroom applications, and a list of resource organizations are appended. (FMW)

ED 309 218                                   UD 026 880

*Wilensky, Rona; Kline, D. M.*
Renewing Urban Schools: The Community Connection. Youth at Risk.
**Education Commission of the States, Denver, Colo.**
SPONS. AGENCY- Andrew W. Mellon Foundation, New York, N.Y.; Carnegie Corp. of New York, N.Y.
PUB DATE- Jul 88
NOTE- 54p.; Seventh paper in an ECS series focusing on the problems of youth at risk.
AVAILABLE FROM- Education Commission of the States (ECS) Distribution Center, 1860 Lincoln Street, Denver, CO 80295 ($7.50, No. AR-88-2).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143)
DESCRIPTORS- Community Development; *Community Schools; Economic Factors; *Educational Change; Elementary Secondary Education; Ghettos; High Risk Students; Public Policy; *School Community Relationship; *School District Autonomy; Urban Problems; *Urban Renewal; *Urban Schools
IDENTIFIERS- Education Revitalization

The first step in the effective reform of urban education is to address the failure of the urban communities of which they are a natural and necessary outgrowth. At the heart of the problem is the inner-city community of adults that has been decimated, leaving few who are capable of responding to the need or bringing meaning and guidance to young people's lives. Because the political will does not exist to eradicate poverty through welfare state strategies, educators must develop schools that can overcome polarization along racial, social, and cultural lines. Inner-city institutions must be rebuilt through schooling in order to sustain democracy and nurture independence and self-reliance. Community schools are the perfect mechanism to prepare workers for the more democratic marketplace needed to enhance national productivity and competitiveness. While schools may be the focus of the revitalization effort, policies that address housing, health, income, child care, and economic development are essential to transforming central cities. The following incentives and opportunities are needed for the development of a new school-community relationship: (1) waive regulations and policies that impede the development of community schools; (2) increase incentive funding; and (3) empower schools to create curricula and environments appropriate to local needs in exchange for the schools' accountability for educational outcomes. A list of programs linking schools and communities and a list of 24 references are appended. (FMW)

ED 309 232 UD 026 954

*Ropers, Richard H.*
The Invisible Homeless: A New Urban Ecology.
REPORT NO.- ISBN-0-89885-406-7
PUB DATE- 88
NOTE- 242p.
AVAILABLE FROM- Human Sciences Press Warehouse, Building 424, Raritan Center, 80 Northfield Avenue, Edison, NJ 08817 ($26.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Historical Materials (060) Reports - Research/Technical (143)
DESCRIPTORS- Activism; Books; *Court Litigation; Deinstitutionalization (of Disabled); Economic Factors; Employment Experience; Federal Government; *Homeless People; Housing Opportunities; *Individual Characteristics; Minority Groups; *Public Policy; Social History; Social Influences; Social Science Research; *Social Stratification; Surveys; United States History; Urban Problems
IDENTIFIERS- *California (Los Angeles); *Reagan Administration

Contemporary homelessness is the result of increasing social and economic inequality faced by those in American society who are most vulnerable to individual, family, and economic instability. This case study of the homeless population of Los Angeles (California), based on two surveys conducted in 1984, views the homeless as a segment of the social stratification system of the United States. The history of homelessness since the Civil War is reviewed, and the following developments are analyzed for their contribution to the rise of contemporary homelessness: (1) the low-income housing crisis; (2) deindustrialization; (3) recession and unemployment; (4) increases in the poverty rate; (5) cutbacks in social welfare programs; (6) increasing family instability and domestic violence; (7) deinstitutionalization of the mentally ill; and (8) the policies of the Reagan Administration. Public and private sector responses, including those of the Reagan Administration, to the needs of the homeless are reviewed, and attempts by the homeless to organize politically are discussed. Major legal strategies to aid the homeless in Los Angeles are reviewed and evaluated. Political solutions to the plight of the homeless are recommended. Statistical data are included on 21 tables and two figures. A list of 267 references and an index are appended. (FMW)

ED 309 147 SP 031 234

*Dycus, Sandra; Costner, Gwyn*

Human Sexuality: Adolescent Transformation to Healthy Adulthood.

PUB DATE- Mar 89
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adolescents; *Curriculum Development; Family Life; Grade 7; Junior High Schools; Life Style; *Parent Attitudes; Pregnant Students; *Program Implementation; *Sex Education; Small Group Instruction

This paper describes the implementation of a sex education course at the seventh grade level in a rural, conservative school district in Rutherford County, North Carolina. A discussion is presented on the four areas of the program implementation that were considered sensitive. The first area is involved with the ways in which informed parental approval for the curriculum was obtained. The next area of significance is the decision to use small, same-sex groups for instructional purposes. The third area is a curriculum which offers cognitive as well as affective learning, decision making, and exploration of healthy lifetime goals. The fourth important area is that the course is taught by the school counselors. The course includes discussion of sexually transmitted diseases as well as sexuality and teenage pregnancy. Emphsis is placed on abstinence and resisting peer pressure. (JD)

ED 309 162 SP 031 315

*Wood, Eric F.*
Teacher Competency Testing and Equity: Implications for Teacher Education.
PUB DATE- 86
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Ability; *Black Colleges; Certification; Higher Education; *Minimum Competency Testing; *Minority Group Teachers; *Schools of Education; *Standardized Tests; Teacher Evaluation; Test Bias; Test Coaching; *Test Wiseness

This paper examines some of the implications of present testing programs for minority groups. The effects on prospective teachers and the institutions that prepare them are discussed. The role of the testing movement in molding the curriculum that is taught in colleges of education is described with particular consideration of state-mandated standardized tests. The primary focus of the paper is on traditionally black institutions and an overview is given of successful programs they have instituted to overcome perceived negative effects of standardized testing. It is noted that, given the kinds of pressures that minority candidates face, it is difficult to criticize black colleges for "teaching to the test" as a short term solution. Twenty-two references are included. (JD)

ED 309 089 SE 050 745

Science: Comprehensive Curriculum Goals. A Model for Local Curriculum Development.

**Oregon State Dept. of Education, Salem.**

PUB DATE- Jun 89
NOTE- 213p.; For related documents, see SE 050 746-750. Small print may not reproduce well.
AVAILABLE FROM- Publications Sales Clerk, Oregon Department of Education, 700 Pringle Parkway SE, Salem, OR 97310-0290 ($3.50).
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Course Objectives; Educational Objectives; *Elementary School Science; High Schools; *Interests; Intermediate Grades; Junior High Schools; Middle Schools; Preschool Education; Primary Education; Process Education; Psychomotor Skills; Science Curriculum; Science Education; *Scientific Concepts; *Secondary School Science; State Curriculum Guides; *Values
IDENTIFIERS- *Oregon

The purpose of this booklet is to articulate the student outcomes expected for children in grades K-12. This document seeks to reflect the major themes of science education. These common curriculum goals have been developed not to detail separate facts of science needed to be taught by every science program, but to detail a larger view of the same subject around which the facts deemed important by each individual program can be organized. The concepts and processes of the seven common curriculum goals serve as the primary organizers, unifying Oregon's approach to the learning of K-12 science. The seven strands of this curriculum include: (1) concepts; (2) processes; (3) manipulative skills; (4) interests; (5) values; (6) interactions; and (7) characteristics. The student objectives in each content strand include the essential learning skills deemed appropriate for science instruction and the common knowledge skills unique to science. Because concepts and processes are learned best in various contexts and in multiple experiences, they are pyramidical throughout the K-12 continuum. A brief list of resources is appended. (CW)

ED 309 105 SO 020 011

*Brophy, Jere*
Teaching for Conceptual Understanding and Higher Order Applications of Social Studies Content. Elementary Subjects Center, Series No. 3.
**Michigan State Univ., East Lansing. Inst. for Research on Teaching.**
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 88
NOTE- 111p.
CONTRACT- G0098C0226
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Citizenship Education; Cognitive Style; Comprehension; *Concept Formation; Content Analysis; Curriculum; Curriculum Research; Educational History; *Educational Trends; Elementary Education; Literature Reviews; *Problem Solving; *Social Studies; State of the Art Reviews
IDENTIFIERS- *Higher Order Learning; *Higher Order Skills; National Council for the Social Studies

One of seven review/synthesis papers prepared to help frame the research program of the Center for the Learning and Teaching of Elementary Subjects, this paper describes historical developments and current issues in curriculum, instruction, and evaluation in elementary social studies, with emphasis on teaching for understanding and higher order applications of the content. Leading scholars and organizations concerned with elementary level social education have developed statements on teaching for understanding and for higher order thinking and problem solving in the social studies. It is concluded that (1) the higher order goals of instruction in social studies are comparable to those of instruction in other subjects, at least if they are described in a few basic terms (such as conceptual understanding, critical thinking, and inquiry) rather than decomposed into long lists of partial skills, but (2) values, dispositions, and appreciation and self-actualization goals need to be considered along with more conventionally described knowledge and skills goals. The emphasis on citizen education as the transcendent purpose of social studies means that the higher order goals of social studies curricula focus more on personal and civic decision making than on the knowledge generation and problem-solving paradigms pursued in the social sciences and also that there is a strong emphasis on the values and dispositions involved in preparing students to become active participants in a democratic society. (Author/PPB)

ED 309 119 SO 020 047

*Longstreet, Wilma S., Ed.*
Global Education.
**Louisiana Council for the Social Studies.**
PUB DATE- 88
NOTE- 35p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Citizenship Education; *Cultural Awareness; *Cultural Pluralism; Curriculum Development; Curriculum Enrichment; Elementary Secondary Education; *Global Approach; *International Relations; *Social Studies; *World Affairs; World Problems
IDENTIFIERS- *Global Education; Model United Nations

This issue contains an introduction ("The Promise and Perplexity of Globalism," by W. Longstreet) and seven articles dedicated to exploring the meaning of global education for today's schools. "Global Education: An Overview" (J. Becker) develops possible definitions, identifies objectives and skills, and addresses questions and issues in this area. "Toward a Coherent Curriculum for Global Education" (J. Becker) makes a case for improving and expanding the global dimensions of education due to the greater intermixing of peoples and cultures and the changing role of the United States in world affairs. "The Challenges Facing Global Education" (D. Metzger) identifies several barriers to the entry of global education into the social studies curriculum. "Is It a System? Building a Global Perspective in the Elementary and Middle Grades" (A. Angell) establishes the importance of systems thinking as an aid in helping students conceptualize the intricate web of relationships on the planet. "A Mock U.N. Game: Teaching Global Awareness" (J. Regenbogen) is a brief description of a mock U.N. "Global Peace Begins in Our Classrooms" (K. London) cites the importance of waging peace instead of war and through a discussion of the concepts of building for peace and instructional methods for teaching about peace shows how peace education can be instituted. "Revising the American Character: Perspectives on Global Education and Multicultural Education" (S. Fain) examines the role of multicultural education in the curriculum development process required for redefining the world view. (PPB)

ED 309 133 SO 020 242

*Haas, Mary E.*
Teaching Geography in the Elementary School. ERIC Digest.
**ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.**
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- EDO-SO-89-6
PUB DATE- Aug 89
NOTE- 4p.
CONTRACT- RI88062009
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Educational Needs; Educational Objectives; Educational Quality; Elementary Education; *Geographic Concepts; *Geography; *Geography Instruction; *Instructional Improvement; Locational Skills (Social Studies); Map Skills; *Social Studies
IDENTIFIERS- ERIC Digests

Geography helps one understand the physical and cultural characteristics of the world. Geographic education provides the values, knowledge, concepts, and skills to better understand ourselves, our relationship to the earth, and our interdependence with other peoples of the world. There is a great need to increase the quantity and quality of geographic education in elementary schools to overcome ignorance of geography. Place names and locations are stressed in elementary geography, as are map and globe skills and the recognition of physical landforms appearing on maps. Teachers promote the study of geography through one or more teaching strategies: personal experiences, textbooks and printed media, and interactive computer software. Most geography is taught as a part of social studies and only a small portion of the day is spent in the study of these subjects. As a result, students' concepts of geography are severely limited and sometimes non-existent. The Guidelines for Geographic Education provide help in the selection of objectives and organization of geographic knowledge for elementary students. Five geographic themes are recommended for study by students at all levels: location, place, human and environment relationships, movement, and regions. Geography instruction is necessary in elementary schools. Geographers, geographic resources, and teachers must meet at state and district-level workshops to improve instruction. Emphasis must be placed upon understanding the context and importance of the five major themes of geographic education. Teachers must be taught to emphasize questioning, analyzing, verifying, and evaluating geographic information. A 10-item bibliography is included. (GEA)

ED 309 163 SP 031 317

*Munby, Hugh*
Reflection-in-Action and Reflection-on-Action.

PUB DATE- Mar 89
NOTE- 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989). For related documents, see SP 031 318-319.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Cognitive Psychology; Cognitive Structures; *Epistemology; *Interaction Process Analysis; Metaphors; *Professional Development; *Teacher Behavior; *Theory Practice Relationship
IDENTIFIERS- *Schon (D A)

This paper explores some of the work that has been occasioned by the writings of D.A. Schon on the development of professional knowledge by teachers. The paper has four sections. The first is a sketch of one interpretation of Schon's theoretical approach. The second examines selected appraisals of the more general features of Schon's work. The third section focuses on his two concepts of reflection which seem to have been misinterpreted by some who use his work. The fourth section focuses on the concept of "reframing", which is taken to be central to Schon's account of the development of professional knowledge. The discussion moves toward identifying theoretical and empirical questions that have been raised, and by the appraisals noted in the second section. The paper's responses to these appraisals is the starting point for speculations about the directions that might be taken to further understanding of the conditions that promote teachers' professional knowledge. Thirty-five references are included. (JD)

ED 309 193 TM 013 673

*Kogut, Jan*
Review of IRT-Based Indices for Detecting and Diagnosing Aberrant Response Patterns. Project Psychometric Aspects of Item Banking No. 10. Rapport 86-4.
**Twente Univ., Enschede (Netherlands). Dept. of Education.**
PUB DATE- 86
NOTE- 42p.
AVAILABLE FROM- Mediatheek, Faculteit Toegepaste Onderwijskunde, Universiteit Twente, P.O. Box 217, 7500 AE Enschede, The Netherlands.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Algorithms; Computer Simulation; Foreign Countries; *Latent Trait Theory; Statistical Analysis; Testing Problems; *Test Items
IDENTIFIERS- *Aberrance; Extended Caution Index; Indicators; Rasch Model; Residuals (Statistics); *Response Patterns

Methods and indices based on item response theory (IRT) for detecting and diagnosing aberrant response patterns are reviewed. These indices are divided into three groups: (1) residuals-based; (2) likelihood-based; and (3) ratio of covariances-based (extended cautions). For each index, the determination of its sampling distribution as well as its critical value to declare aberrance (with a known Type I error) are considered as the central questions. Applications of the indices in practical testing situations and in simulation studies are briefly described. All indices are discussed from the perspective of testing certain hypotheses about a person's ability. A comparison between indices is provided for the Rasch model in particular. Two of the indices are suggested for use in a Test Service System. A procedure and algorithm are provided to detect aberrants in tests in which the items are already of Rasch's structure. One graph illustrates an expected and observed person response curve. (Author/SLD)

ED 309 206 UD 026 855

*Sietsema, John*
Characteristics of the 55 Largest Public Elementary and Secondary School Districts in the United States: 1987-88. Survey Report.
**National Center for Education Statistics (ED), Washington, DC.**
REPORT NO.- CS-89-062
PUB DATE- May 89
NOTE- 36p.; Data Series: DR-CCD-87/88-2.2.
AVAILABLE FROM- Superintendent of Documents, Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Elementary Schools; Elementary Secondary Education; *Enrollment; *Institutional Characteristics; *Public Schools; *Racial Composition; School Demography; *School Districts; School District Size; School Statistics; Secondary Schools; Statistical Analysis; *Student Characteristics
IDENTIFIERS- Common Core Of Data Program; *Large School Districts

This report focuses on the 55 largest public elementary and secondary school districts, measured by the number of students in membership, for the school year 1987-88. Information was analyzed from the 1987-88 school year Common Core of Data (CCD) series collected annually by the National Center for Education Statistics. The following summary findings are included: (1) the largest school districts are located in many parts of the country, but are mainly in the eastern third of the United States or in the sunbelt; (2) the 55 largest districts comprise less than 1 percent of all school districts but serve 17 percent of the total public elementary and secondary school population; (3) one district serves an entire state, some districts are coterminous with major cities, and other districts are located adjacent to major cities; (4) enrollments range from 939,900 to 57,100 students; (5) socioeconomic status, based on the percentage of students eligible for free lunch programs, ranges from 3 percent to 73 percent; (6) the racial/ethnic composition varies considerably, with three districts over 90 percent White, four districts predominantly Black, three districts predominantly Hispanic, and two districts in which Asian and Pacific Islanders are the norm. Statistical data are included on three graphs and nine tables. A list of the 500 largest public school districts in the United States and outlying areas for 1987-88 is appended. (FMW)

ED 309 219 UD 026 881

Profile of Pacific Schools. Second Edition.
**Center for the Advancement of Pacific Education, Honolulu, HI.**
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 89
NOTE- 158p.; Map may not reproduce well.
CONTRACT- 400-86-0006
AVAILABLE FROM- Northwest Regional Educational Laboratory, Office of Marketing/Document Reproduction Service, 101 SW Main Street, Suite 500, Portland, OR 97204 ($7.85).
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Administrator Characteristics; Ancillary School Services; Asian Americans; Curriculum; Educational Facilities; Educational Finance; Elementary Secondary Education; Governance; *Institutional Characteristics; Pacific Americans; Private Schools; Public Schools; *School Statistics; Statistical Data; *Student Characteristics; *Teacher Characteristics
IDENTIFIERS- *Pacific Region; *United States Territories

This statistical profile establishes baseline information about Pacific schools, from which needs can be identified and against which school improvement can be measured. Data were collected from responses to a questionnaire distributed in December 1986. The following jurisdictions responded: (1) American Samoa; (2) Belau; (3) Commonwealth of the Northern Mariana Islands (CNMI); (4) Federated States of Micronesia (FSM); (5) Guam; (6) Hawaii; (7) Kosrae State; (8) Pohnpei State; (9) Republic of the Marshall Islands; (10) Truk State; and (11) Yap State. The data is divided into nine sections: (1) Students; (2) Teachers; (3) Principals/Vice-Principals; (4) Department of Education Professionals; (5) Public School Support Staff; (6) Public School Curriculum and Instruction; (7) Governance and Finance; (8) Services and Activities; and (9) Facilities. A map of the Pacific Islands is included. An order form for Pacific Region Educational Program (PREP) documents is appended. (FMW)

ED 309 233 UD 026 955

*Hope, Marjorie; Young, James*
The Faces of Homelessness.
REPORT NO.- ISBN-0-669-13099-0
PUB DATE- 86
NOTE- 319p.
AVAILABLE FROM- Lexington Books, D. C. Heath and Co., 125 Spring Street, Lexington, MA 02173 ($27.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Information Analysis/State-of-the-Art Materials (070) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Services; Deinstitutionalization (of Disabled); *Homeless People; *Housing Deficiencies; *Housing Industry; Institutionalized Persons; Mental Disorders; *Political Issues; *Social Problems; *Social Services; Unemployment

Homelessness affects a wide cross-section of society. Causes of homelessness, attempted remedies, and potential solutions for the future are presented. Descriptions of the experiences of men, women, and children who have fallen through the "safety net" of social services are included from cities throughout the country. Support is given for the conclusion that the basic causes of homelessness are political. Discussions are presented in a prologue, "A Clean, Well-Lighted Bench," and in the following 10 chapters: (1) "The Homeless: Types and Stereotypes"; (2) "On the Street, On the Road"; (3) "Homeless in Washington"; (4) "Down and Out in Cincinnati"; (5) "Displacement and the Housing Crisis"; (6) "Back Ward, Back Alleys: The Deinstitutionalized and the Never Institutionalized Mentally Ill"; (7) "Work, Welfare, and Well Being"; (8) "Work with the Homeless: Emerging Trends"; (9) "Prevention Versus Containment: Conflicting Ideologies"; and (10) "Prospects and Proposals." Notes, arranged by chapter; an index; and information about the authors are included. (VM)

ED 309 148 SP 031 235

*Grebner, Florence D.*

Professionalizing Health, Physical Education and Recreation.

PUB DATE- 9 Apr 88
NOTE- 12p.; Paper presented at the Annual Meeting of the American Alliance for Health, Physical Education, Recreation and Dance (Kansas City, MO, April 9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Accrediting Agencies; *Credentials; Health Education; *Institutional Role; *Organizational Objectives; Physical Education; *Professional Associations; Recreation; *Standards; Teacher Education

To professionalize health, physical education, and recreation is to have professional practice controlled by the profession. This paper discusses the purpose of four primary types of credentials available for practitioners: licensure, certification, accreditation, and registration. The discussion includes documenting some of the dangers associated with exercising the professional privilege of granting credentials. In offering considerations for credentialing, it is noted that professional organizations have a role in insuring that professional practice is under the scrutiny of the profession. As organizations are asserting as a goal the professionalizing of their fields of study, they are developing standards for professional practice, influencing licensing and accreditation agencies, and establishing certification programs. It is emphasized that the professionals of physical education, recreation, and health must claim jurisdiction over the practice of their applied disciplines, and provide leadership in delineating professional roles and their corresponding standards. (JD)

ED 309 179 TM 013 621

*Barton, Paul E.*
Earning and Learning: The Academic Achievement of High-School Juniors with Jobs. The Nation's Report Card. Report No. 17-WL-01.
**National Assessment of Educational Progress, Princeton, NJ.**

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- ISBN-0-88685-087-8
PUB DATE- Mar 89
NOTE- 21p.
GRANT- NIEG-83-0011
AVAILABLE FROM- National Assessment of Educational Progress, Educational Testing Service, Rosedale Road, Princeton, NJ 08541-0001.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Grade 11; High Schools; *High School Students; Meta Analysis; *National Surveys; Statistical Data; Student Characteristics; *Student Employment; Work Study Programs; *Youth Employment
IDENTIFIERS- *National Assessment of Educational Progress

Since 1986, the National Assessment of Educational Progress (NAEP) has collected information from 11th-grade students about their employment activities. Out of the 29,000 students asked about work in the 1986 assessment, 54% reported working some amount of time each week, and over 28% reported working more than 15 hours per week. Thus, of 2.9 million 11th graders questioned in 1986, an estimated 1.6 million were employed and attending school. Data in this report cover the general characteristics and academic achievement of working students included in the NAEP as well as ancillary information from other studies. Student characteristics analyzed include gender, race/ethnicity, parents' education, high school program type, mathematics and science courses taken, postsecondary expectations, absenteeism, homework time, and television viewing time. Results indicate that: (1) employment has various effects on student achievement; (2) schools vary in the amount of time and effort they demand from their students, but it appears that some teachers lower their expectations regarding working students; (3) students' jobs should be examined in terms of content compatible with youth development and achievement; and (4) where work assignments are connected to schooling objectives, work can complement, rather than compete with, schooling objectives. Twenty-nine data tables and one graph are included. (TJH)

ED 309 090 SE 050 746

Curriculum Mapping: End of Eleventh Grade. Science Education: Common Curriculum Goals.

**Oregon State Dept. of Education, Salem.**

PUB DATE- 9 Sep 88

NOTE- 63p.; For related documents, see SE 050 745-750. Small print may not reproduce well.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Course Objectives; *Curriculum Evaluation; Educational Assessment; *Evaluation Criteria; Evaluation Methods; *Grade 11; High Schools; Instructional Material Evaluation; Program Evaluation; Science Curriculum; *Science Education; *Secondary School Science

IDENTIFIERS- *Oregon

Curriculum mapping activities can be useful in analyzing curriculum goals and planning curriculum revision. This document is specifically designed using the Science Education Curriculum Goals articulated by the State of Oregon for grade 11. The goal areas include concepts, processes, manipulative skills, interests, values, interactions and characteristics. Information gathered using this document include: (1) amount of instruction; (2) degree to which instruction is included in course goals; (3) adequacy of texts and supplementary materials; and (4) adequacy of teacher training for each goal. The instrument is set up as a grid. (CW)

ED 309 106 SO 020 013

*Dawson, George*
Teaching Major Economic Concepts in the High School Business Curriculum.
**New York State Council on Economic Education, Albany.; State Univ. of New York, Old Westbury, N.Y. Empire State Coll. Center for Business and Economic Education.**
PUB DATE- 88
NOTE- 23p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Basic Business Education; *Business; Class Activities; *Economics; *Economics Education; High Schools; Secondary Education; Teaching Methods
IDENTIFIERS- Economic Awareness; *Economic Concepts; New York

Several important economic concepts appear in the business curriculum designed for secondary schools in New York State. This manual assists the teacher by providing brief and simple definitions of major economic concepts, noting the implications of those concepts for business, and suggesting strategies that can be used to teach the principles and topics to secondary school students. An effort has been made to include a variety of methods and ideas, ranging from very simple descriptive exercises that can be completed by the average student in a few minutes to more challenging analytical problems that might require several days or even weeks to complete. The concepts addressed are: scarcity, opportunity cost and trade-offs, productivity, the market system, supply and demand, competition and market structure, income distribution, profit, capital formation, the role of government, and economic tools. (GEA)

ED 309 120 SO 020 061

*Sass, Charles R., Ed.*
Current Issues: Critical Issues Confronting the Nation and the World. 1989 Edition.
**Close Up Foundation, Arlington, VA.**
REPORT NO.- ISBN-0-932765-21-1
PUB DATE- 88
NOTE- 333p.; For 1987 Edition, see ED 275 618.
AVAILABLE FROM- Educational Publications, Close Up Foundation, 1235 Jefferson Davis Highway, Arlington, VA 22202 ($10.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Agriculture; Civil Rights; Crime; *Current Events; Disarmament; Education; Energy; Environment; *Financial Policy; Foreign Countries; *Foreign Policy; Government Role; Health Care Costs; International Trade; Poverty; *Public Policy; *Social Studies; Surveys; *World Affairs
IDENTIFIERS- Central America; China; Congress; Europe (West); Foreign Aid; Immigration; Middle East; Military Power; *Reagan (Ronald); South Africa; Supreme Court

This book investigates a variety of contemporary issues, both domestic U.S. concerns and those of an international focus that involve the United States. The introduction develops the context of the book by discussing the Reagan legacy, the 101st Congress, the Supreme Court, and the making of the U.S. federal budget. The domestic policy issues of the economy, education, civil rights, social programs, health care, immigration, energy, environment, agriculture, and crime are reviewed. The foreign policy issue areas covered include the Soviet Union, defense, Central America, the Middle East, international trade, Western Europe, nuclear proliferation, world poverty and U.S. foreign aid, South Africa, and China. The discussion of each of these domestic and foreign policy issues is developed in depth through the identification of the key questions in each topic area, an extensive background summary, a listing of the current critical issues for each topic area, pro and con debates on key points, and a short outlook projection for the topic area. The book is illustrated with photographs, maps, graphs and charts, and editorial cartoons on the subject matter. (PPB)

ED 309 134 SO 020 298

*Woyach, Robert B.*

World History in the Secondary School Curriculum. ERIC Digest.

**ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.**
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- EDO-SO-89-7
PUB DATE- Sep 89
NOTE- 4p.
CONTRACT- RI88062009
AVAILABLE FROM- ERIC Clearinghouse for Social Studies/Social Science Education, 2805 East Tenth Street, Suite 120, Indiana University, Bloomington, IN 47408 ($1.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Course Content; *Curriculum Design; *Curriculum Problems; *History Instruction; Introductory Courses; Non Western Civilization; Secondary Education; Social History; Western Civilization; *World History
IDENTIFIERS- ERIC Digests; Political History

Since 1980, an increasing number of state and local education agencies have reintroduced a world history requirement into their secondary curricula. This ERIC Digest examines five key questions related to that trend. Questions raised, together with some salient points made in the discussion of each, are as follows: (1) What is the background to current debates about curriculum reform in world history? The current confusion about world history courses reflects conflicting curricula traditions and the lack of a uniform image of what world history is or should be. (2) Should teachers emphasize the history of the West or of the world? Although U.S. society is based in the Western experience, citizens no longer live in a world dominated by the West. (3) Should social or political history be emphasized in the curriculum? While the different perspectives of social or political history may lead to divergent approaches, they should be viewed as complementary possibilities for the teacher to explore. (4) Should world history teachers use the survey approach? Major elements of a chronological survey can be treated thematically, but in a chronological order, thus linking together historical periods while encouraging historical thinking skills. (5) Should world history be taught in a single year? A multi-year world history sequence is an ideal, but it may be difficult to implement. A list of nine references on issues related to the world history curriculum concludes the digest. (PPB)

ED 309 164 SP 031 318

*Munby, Hugh; Russell, Tom*
Metaphor in the Study of Teachers' Professional Knowledge.
PUB DATE- Mar 89
NOTE- 10p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989). For related documents, see SP 031 317-319.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Cognitive Processes; *Concept Formation; *Heuristics; Intermediate Grades; Junior High Schools; *Language Usage; *Metaphors; Teacher Behavior; Teacher Effectiveness

This paper suggests that it may be productive for all teachers to become students of metaphor, as least of their own metaphors. Careful attention of how one describes the world appears to give clues as to how one constructs it. Such constructions can come under scrutiny only when one speaks or writes, and then attends to the language one has used. A brief description is presented of a research program into the character and development of professional knowledge. It is demonstrated how looking for one's own metaphors can be expected to reveal something of one's professional knowledge. This is a necessary part of productive reflection upon teaching practice. In considering "reflection-in-action" it is pointed out that this is occasioned by the puzzles of practice, and an important part of the process is known as "reframing." Reframing describes the familiar part of the process in which an event over which someone has puzzled for some time suddenly is "seen" differently and in a way that suggests new approaches to the puzzle. An analysis is presented of interviews with two teachers in which their use of metaphors provided clues as to how they think about teaching. (JD)

ED 309 194 TM 013 674

*Gable, Robert K.; And Others*
The Measurement of Perceived School-Related Stress Using Classical and Rasch Latent Trait Models.
PUB DATE- Mar 89
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attitude Measures; Elementary School Students; Elementary Secondary Education; *Latent Trait Theory; *Psychometrics; Secondary School Students; *Stress Variables; Student Attitudes; Test Construction; Test Reliability; *Test Validity
IDENTIFIERS- Classical Test Theory; *Rasch Model; *School Situation Survey

The purpose of this paper is to compare the utility of the information yielded by the classical and latent trait psychometric models when they are used to examine the psychometric qualities of an instrument designed to assess school-related stress. The instrument, known as the School Situation Survey (SSS), is described, and efforts to determine its content and construct validity and alpha reliability are discussed. The SSS is a 34-item attitude instrument that assesses four sources and three manifestations of school-related stress for students in grades 3 through 12. Sources of stress include teacher and peer interactions, academic stressors and academic self-concept, while manifestations include emotional, behavioral, and physiological signs. Application of the Rasch latent trait model and classical psychometrics to instrument analysis indicate that while the use of classical techniques assists in the instrument development process, classical manipulations have shortcomings. However, content validation of this sort of instrument should be informed by the principles of latent trait theory. Eight data tables are included. (TJH)

ED 309 207 UD 026 857

*Parker, Lynn; And Others*
The Relationship between Nutrition & Learning. A School Employee's Guide to Information and Action.
**Food Research and Action Center, Washington, D.C.**
SPONS. AGENCY- National Education Association, Washington, D.C.
PUB DATE- 89
NOTE- 45p.
AVAILABLE FROM- National Education Association, Human and Civil Rights, 1201 Sixteenth Street, NW, Washington, DC 20036.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *Breakfast Programs; Disadvantaged Youth; Elementary Secondary Education; Equal Education; Health Materials; *Hunger; Influences; *Learning; Learning Readiness; *Lunch Programs; *Nutrition; Obesity; Program Descriptions; Program Guides; School Policy; *Student Needs
IDENTIFIERS- Child Care Food Program; Food Stamp Program; Nutrition Education and Training Program; School Lunch Program; Summer Food Service Program; Women Infants Children Supplemental Food Program

The physical, emotional, and intellectual impact of nutrition on children's ability to learn is the subject of this guide for school personnel. The guide is divided into two parts and includes two appendices. Part 1, "What We Know About the Relationship Between Nutrition and Learning," reviews research linking nutrition and academic performance. Children's behavioral development and learning ability are affected by such early nutritional influences as low birthweight and the adequacy of food consumed in day care. Evidence of the impact of hunger and undernutrition on learning is presented. A number of recent studies indicate the positive effects of child nutrition programs on children's nutritional status and learning ability. The problems of obesity and the consumption of sugar and food additives are discussed. Part 2, "Putting Into Action Our Knowledge About the Relationship Between Nutrition and Learning," provides suggestions for solving students' nutritional problems. Steps that school employees can take to ensure that children have access to nutrition programs are enumerated. School action to ensure the provision of healthful food and nutrition education is described. The guide concludes with an outline of a model school nutrition policy. Appendix A describes several national nutrition programs that help children. Appendix B lists 66 references. (AF)

ED 309 220 UD 026 882

*Kyle, Charles L.; And Others*
Lost! An Initial Study of the Magnitude of and Reasons for Early School Leavers from the Chicago Public Schools. A Report to Illinois Attorney General Neil F. Hartigan.
**Loyola Univ., Chicago, Ill.**
PUB DATE- Mar 89
NOTE- 59p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Community Involvement; Dropout Attitudes; *Dropout Characteristics; Educational Policy; *Enrollment Rate; Enrollment Trends; *Grade 8; Grade 9; *High School Freshmen; High Schools; Interviews; Junior High Schools; *Out of School Youth; Student Records; Truancy; Urban Education
IDENTIFIERS- *Chicago Public Schools IL

Although the Illinois school attendance statute does not allow youth to drop out of school before the age of 16 years, many of the students listed as chronic truants are actually dropouts. Computer analyses of school records in the Chicago Public Schools were conducted to assess the number of eighth graders who never entered ninth grade. Later, interviews were conducted with members of a team of parents serving as voluntary deputy truant officers who visited the homes of these "lost" eighth graders. The interviews focused on the reasons these young people gave for quitting school before ninth grade, and the strategies that parents and community members used to encourage them to re-enter school. The study found that in 1987 more that 2,000 eighth graders were "lost." These dropout cases were not officially recorded or cited in school reports. The students, statistically, fell through the cracks since the elementary schools keep no records of their whereabouts after they have finished grade eight. Four tables illustrate these data. Abstracts of 25 related articles are included. (VM)

ED 309 149 SP 031 240

*Holt, Dennis M.*
Linking School and Univesity Staff Development: A Partnership for Educational Improvement.

PUB DATE- 89
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College School Cooperation; *Delivery Systems; Elementary Secondary Education; Higher Education; *Inservice Teacher Education; Resource Allocation; *Staff Development; State Legislation; *State Programs; *Teacher Centers; Workshops
IDENTIFIERS- *Florida

The Teacher Education Center Act of 1973 in Florida mandates that the responsibility for operating programs of preservice and inservice education be shared jointly by the colleges and universities, the school districts, and the teaching profession. To improve the quality of individual inservice components of the plan, the legislature mandated increased consultant-teacher contact time for most inservice components. The non-credit, inservice activities offered through teacher education centers are identified and matched with university resources by contracts. The human resources of institutions of higher education are utilized to deliver staff improvement activities to meet district needs. A brief description is given of three models for the delivery of staff development that have served to effect growth in teacher competencies and the academic achievement of students. In one, full-time faculty are employed to fulfill identified staff development needs in two county school systems. Hired as a result of assessment of the school system's needs, these faculty members provide full-time consultant services and technical assistance in a variety of district program areas. Another model is designed to meet identified staff development needs by means of individualized, clinical-based staff development. The third model provides topic-specific workshops and conferences to help education personnel on a short-term basis. (JD)

ED 309 180 TM 013 628

*Anrig, Gregory R.; And Others*

What Is the Appropriate Role of Testing in the Teaching Profession? Proceedings of a Cooperative Conference (December 12, 1986).

**National Education Association, Washington, D.C.**
REPORT NO.- ISBN-0-8106-1460-X
PUB DATE- 87
NOTE- 86p.
AVAILABLE FROM- National Education Association, Professional Library, P.O. Box 509, West Haven, CT 06516.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Accountability; Educational Policy; *Educational Testing; Elementary Secondary Education; Teacher Education; *Teacher Evaluation; Test Construction; *Test Use
IDENTIFIERS- Educational Testing Service; National Education Association; *Teacher Competency Testing

Five papers given at a conference on the role of testing in the teaching profession are presented. The conference partners included the American Association of Colleges for Teacher Education, Educational Testing Service, Center for Fair and Open Testing, and National Education Association. The following issues are discussed: appropriate uses of testing within the teaching profession; who should control of the content, construction, and use of teacher tests; translation of public demands for teacher accountability into appropriate and equitable testing policies and procedures; and steps for preventing the misuse of teacher tests. The papers include: (1) "The NEA Perspective on the Role of Testing in the Profession" (Sharon P. Robinson); (2) "Teacher Testing in American Education: Useful But No Shortcut to Excellence" (Gregory R. Anrig); (3) "Testing Teachers: Strategies for Damage Control" (John G. Weiss); (4) "The Appropriate Role of Testing in the Teaching Profession" (Norene F. Daly); and (5) "Highlighting the Critical Issues" (Louis J. Rubin). Conference participants' observations and recommendations and panelists' reactions to the observations and recommendations are provided. Appropriate methods, times, and subjects for testing; the relation of testing to professional preparation and training; testing of minorities; and development and implementation of an agenda to implement testing policy are also discussed. The names and affiliations of the conference participants are listed. (TJH)

ED 309 091 SE 050 747

Curriculum Mapping: End of Eighth Grade. Science Education: Common Curriculum Goals.
Oregon State Dept. of Education, Salem.
PUB DATE- 9 Sep 88
NOTE- 59p.; For related documents, see SE 050 745-750. Small print may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Course Objectives; *Curriculum Evaluation; Educational

Assessment; *Evaluation Criteria; Evaluation Methods; *Grade 8; Instructional Material Evaluation; Junior High Schools; Middle Schools; Program Evaluation; Science Curriculum; *Science Education; *Secondary School Science
IDENTIFIERS- *Oregon

Curriculum mapping activities can be useful in analyzing curriculum goals and planning curriculum revision. This document is specifically designed using the Science Education Curriculum Goals articulated by the State of Oregon for grade 8. The goal areas include concepts, processes, manipulative skills, interests, values, interactions and characteristics. Information gathered using this document include: (1) amount of instruction; (2) degree to which instruction is included in course goals; (3) adequacy of texts and supplementary materials; and (4) adequacy of teacher training for each goal. The instrument is organized as a grid. (CW)

ED 309 107 SO 020 015

*Moss, Carolyn J.; Roberts, Deborah D.*
A New Forum for State-Local Dialogue.
**Virginia Univ., Charlottesville. Center for Public Service.**
PUB DATE- Feb 89
NOTE- 9p.
AVAILABLE FROM- Center for Public Service, University of Virginia, 2015 Ivy Road, Charlottesville, VA 22901-1795 (free).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - Serials (022)
DESCRIPTORS- *Agency Cooperation; Community Control; *Institutional Autonomy; Institutional Cooperation; *State Action; State Agencies; *State Government; State Legislation; State Surveys; *Statewide Planning
IDENTIFIERS- *Advisory Commission of Intergovernmental Relations; *Virginia

Virginia's distinctive political and legislative tradition makes its intergovernmental relations particularly challenging. Following the Dillon Rule, a 19th century legal doctrine that limits local governments to exercising only those powers specifically authorized by statue, Virginia is the only state that maintains an independent city system, making its 41 cities legally separate from their surrounding counties. Despite the general success of various ad hoc study groups, the need for a standing body to consider these issues on a full-time basis has become apparent. Twenty-eight states currently have permanent institutional forums specifically charged with improving their intergovernmental systems. These Advisory Commission(s) on Intergovernmental Relations (ACIR) have some common models, but no two state's versions are alike. Virginia conducted a survey of the chief elected officials in every town, city, county, and regional planning commission to investigate local reaction to a state ACIR. Most respondents favored the formation of an ACIR, with local, legislative, and executive representation which would meet at least quarterly and perform the roles of a statewide forum and information clearinghouse. Of the various options presented, the reconstitution and expansion of the present Local Government Advisory Council into such an ACIR is suggested. Legislation to that effect was passed by the General Assembly in 1989, and will be enacted in January, 1990. (PPB)

ED 309 121 SO 020 064

*Reeve, Ines; And Others*
Democracy in Action: 40 Years, Federal Republic of Germany. A Practical Guide for Teachers.
**American Association of Teachers of German.**
PUB DATE- 88
NOTE- 54p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Curriculum Guides; *Democracy; *Democratic Values; Elementary Secondary Education; *European History; Foreign Countries; Instructional Materials; International Relations; Learning Modules; Lesson Plans; Political Attitudes; *Political Science; School Activities; *Social Studies; Social Values
IDENTIFIERS- *West Germany

This guide celebrates the 40th anniversary, in 1989, of the Federal Republic of Germany and is designed to provide an opportunity to review how firmly the principles of democracy have become established in the people and the government of West Germany today. Part 1 gives an overview of the West German democratic experience, covering such topics as the historical background of the Federal Republic, the development of the Basic Law (Grundgesetz), political parties, social programs, security and peace, trends in education, and demographic changes. A time line of related political and economic events, a glossary of German political terms, and a list of 30 publications on the Federal Republic are included. Part 2, "Teaching Strategies and Getting the Word Out about German Events," contains six teaching suggestions for elementary and intermediate levels, nine instructional suggestions for advanced or high school level, a lesson plan for comparing the U.S., French, and West German constitutions, and suggestions for organizing activities concerned with the Federal Republic of Germany. The guide is illustrated with photographs, charts, and maps. (PPB)

*Russell, Tom*
The Roles of Research Knowledge and Knowing-in-Action in Teachers' Development of Professional Knowledge.
PUB DATE- Mar 89
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989). For related documents, see SP 031 317-318.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Beginning Teachers; Cognitive Structures; Critical Thinking; Elementary Secondary Education; *Experiential Learning; Foreign Countries; Learning Processes; *Professional Development; *Research Utilization; Teacher Attitudes; *Theory Practice Relationship

This paper examines how teachers develop and modify professional knowledge in response to experience and to new research knowledge. A discussion is presented on the interaction of propositional knowledge (the basic medium of classroom and research knowledge) and practical knowledge (the observable competence apparent in successful professional actions). Alternative definitions of professional expertise are examined prior to taking a close look at the issue of learning from experience, using data provided by several of the teachers who participated in the study. An analysis of how teachers learn from experience takes into consideration four broad principals of expertise: discrete technical skills, application of theory or general principles, critical analysis, and deliberate action. Summaries are presented of interviews with five teachers, of whom one was a preservice teacher, two were beginning teachers, and two were experienced teachers with Master of Education degrees. Data selected from the interviews suggest that there are tensions associated with the differences between research knowledge and practical knowledge and that this is a significant problem for beginning teachers. (JD)

ED 309 195 TM 013 681

*Tallmadge, G. Kasten; Wood, Christine T.*
ESEA Title I Evaluation and Reporting System: User's Guide.
**RMC Research Corp., Mountain View, Calif.**
SPONS. AGENCY- Office of Education (DHEW), Washington, DC. Office of Planning, Budgeting, and Evaluation.
PUB DATE- Oct 76
NOTE- 79p.
CONTRACT- HEW-300-76-0316
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Academic Achievement; *Achievement Gains; *Compensatory Education; Control Groups; Cost Effectiveness; Disadvantaged Youth; Elementary School Students; Elementary Secondary Education; *Evaluation Methods; Inservice Teacher Education; *Norm Referenced Tests; Parent Conferences; *Pretests Posttests; *Program Effectiveness; Program Evaluation; Regression (Statistics); Secondary School Students
IDENTIFIERS- Normal Curve Equivalent Scores; *Title I Evaluation and Reporting System

This guidebook concentrates primarily on describing the impact-assessment component of the Elementary and Secondary Education Act (ESEA) Title I evaluation and reporting system for users of the system. Three general evaluation models are presented, along with implementation information for each. The first model, a norm-referenced design, may be implemented using norm-referenced or non-normed tests; if norm-referenced tests are chosen, a pretest-posttest design is required. The second model, a control group design, calls for either a normed or non-normed test to be given to treatment and control groups within a pretest-posttest design; however, if a non-normed test is used, a nationally normed test must also be administered to the treatment group sometime during the school year. The third model, a special regression design, can also use norm-referenced or non-normed tests within a pretest-posttest design. The models all focus on obtaining as clear and unambiguous an answer as possible to the question of how much more the students learned by participating in the Title I project than they would have learned without it. Regardless of the model used, cognitive achievement gains are expressed in terms of a common metric--the normal curve equivalent. Ways of measuring gains in normal curve equivalents are discussed. Information is provided on the collection of data pertinent to five other aspects: (1) participation of services by type to public and non-public school students; (2) Parent Advisory Councils; (3) programming costs; (4) program personnel; and (5) training for teachers and teaching aides. Seven figures and one data table are included. (TJH)

ED 309 208 UD 026 860

*Heleen, Owen; Miller, Frederick T.*
Mobilizing Local Coalitions and Collaborations To Better Serve Children At Risk.
**Institute for Responsive Education, Boston, Mass.**
PUB DATE- 89
NOTE- 9p.
AVAILABLE FROM- Institute for Responsive Education, 605 Commonwealth Avenue, Boston, MA 02215.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Alienation; Community Control; *Community Role; *Cooperation; Ecological Factors; Elementary Secondary Education; *High Risk Students; School Community Relationship; *School Role; *School Support
IDENTIFIERS- Collaboratives

Exclusion from mainstream American culture and perceptions of marginality drive some youth to create their own subgroups. As cultural elements of the subgroups reach further from what most Americans deem "acceptable," the alienation of these youth is intensified. Community agencies can use an ecological perspective to work for changes that will improve the outlook for alienated youth at risk of social abandonment. The perspective encourages the view that since young people are influenced by so many institutions, these institutions are in the best position to mobilize the community in ways that will benefit the diverse emotional, social, and physical needs of these youth. These mobilization efforts include the following: (1) organizing citizens to take a stand for their rights; (2) encouraging community members to take leadership roles; (3) establishing a community vision of changes that should take place; (4) declaring publicly what can be done by individuals and what needs a collaborative effort; (5) encouraging and recognizing those who have contributed to the community; (6) spreading a feeling of ownership; (7) developing positive human relationships; and (8) making sure the efforts for change are sustained. Four examples of successful school community collaborations are given. A list of three references and profiles of the authors are included. (VM)

ED 309 221 UD 026 883

A Plan for the Education of Homeless Children in Washington State.
**Washington Office of the State Superintendent of Public Instruction, Olympia.**
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 24 Apr 89
NOTE- 49p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; *Disadvantaged Youth; Educational Legislation; Elementary Secondary Education; Federal Legislation; Federal Programs; *Homeless People; Program Administration; *Program Implementation; Social Services; State Federal Aid; State Programs; *Student Needs; Student Problems; Student Welfare
IDENTIFIERS- *Stewart B McKinney Homeless Assistance Act 1987; *Washington

Washington's state plan for the education of homeless children is presented in compliance with provisions of the Stewart B. McKinney Homeless Assistance Act of 1987. The plan is comprised of a background statement, nine sections, and addenda. The first section presents facts on homelessness in Washington State. The second section describes the process by which Washington developed its state plan during 1988. The third section outlines State constitutional authority under which responsibilities of the Superintendent of Public Instruction are defined. The fourth section presents the State's primary goal of equal public education for all children. The fifth section delineates project focus and purpose, and defines district-to-district programs and inter-agency cooperative ventures. The sixth section is a statement of the following issues affecting homeless education: (1) residency; (2) transportation; (3) records; (4) special consideration and needs; (5) guardianship; (6) community awareness; (7) service gaps among agencies; and (8) data collection for systematic identification. The seventh section offers recommendations in response to the issues presented in the sixth section. The eighth section reviews current programs addressing the needs of at-risk and homeless students. The ninth section provides examples of regional service programs. Addenda include Advisory Committee membership and summaries of regional public hearing-work sessions. (AF)

ED 309 135 SO 020 330

*Kirby, Kathleen*
Community Service and Civic Education. ERIC Digest.
**ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.**
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- EDO-SO-89-8
PUB DATE- Oct 89
NOTE- 4p.
CONTRACT- RI88062009
AVAILABLE FROM- ERIC Clearinghouse for Social Studies/Social Science Education, 2805 East Tenth Street, Suite 120, Indiana University, Bloomington, IN 47408 ($1.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Citizenship Education; *Community Action; Community Involvement; Community Programs; Community Responsibility; *Community Services; Humanitarianism; Public Affairs Education; *Public Service; School Community Relationship; Social Responsibility; Social Services; *Student Participation; *Student Volunteers

IDENTIFIERS- ERIC Digests

Community service is a voluntary contribution to the commonweal that teaches valuable lessons about the responsibilities of citizenship in a free society. Vital services are provided through thousands of organizations created to meet needs not otherwise provided for by government. Participation in these community service projects help create a sense of concern for the public good and a commitment to voluntarism so essential to the future of the United States. Students at every level of school can participate in these projects and thus learn many social studies skills, including data gathering, critical thinking, and decision making. Community service programs also teach civic participation processes and skills, including group interaction, leadership, cooperation, and political influence. Service activities build positive bonds between youth and the institutions of our society and strengthen student academic performance and self-esteem. Service brings together students from diverse ethnic, racial, and socioeconomic groups. Fourteen characteristics of exemplary community service programs are cited, including the principles that: (1) community service must meet genuine needs; (2) it must have real consequences; and (3) it must require significant personal responsibility and decision making. Five nationally recognized school-based programs are given as examples of ongoing community service programs that teachers and curriculum specialists might study. A 13-item bibliography is included. (JB)

SP

ED 309 150 SP 031 244

# University of Nebraska-Lincoln Extended Elementary Teacher Education Program.

Nebraska Univ., Lincoln.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 88
NOTE- 210p.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Elementary Education; *Field Experience Programs; Higher Education; *Liberal Arts; Preservice Teacher Education; *Program Development; *Program Evaluation; Research Utilization; Student Characteristics

A report is given on the Extended Elementary Teacher Education Program (EETEP), a five-year alternative to the regular four-year elementary program at the University of Nebraska-Lincoln. The purpose is to prepare elementary teachers who exhibit higher levels of teaching performance than coteachers prepared in the regular program. Primary components of the program are: (1) early and continuing field experiences that are integrated with the didactic portion of the program; (2) a liberal arts emphasis that requires both an increased general education requirement and a non-elementary education "major area" or two non-education "minor areas"; (3) an emphasis on the research knowledge base, begun in the foundation course, that bridges between early courses and is continued throughout the methods courses, internship, and subsequent seminars; (4) two semester blocks of methods courses closely relating didactic course work and field experiences; and (5) an internship followed by a teacher educator field experience with an accompanying seminar. The report includes a description of the project and its evolution, an assessment of program outcomes,

and a practice profile. The appendices include course outlines for human technologies in teaching; teaching language and literature; and teaching mathematics, natural, and social sciences. Also included are EETEP interviews with students, faculty, and administrators; a description of the use of journals by EETEP students; and an analysis of policies effecting the development of new programs at the University of Nebraska-Lincoln. (JD)

ED 309 092 SE 050 748

Curriculum Mapping: End of Fifth Grade. Science Education: Common Curriculum Goals.

Oregon State Dept. of Education, Salem.

PUB DATE- 9 Sep 88
NOTE- 53p.; For related documents, see SE 050 745-750. Small print may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Course Objectives; *Curriculum Evaluation; Educational Assessment; *Elementary School Science; *Evaluation Criteria; Evaluation Methods; *Grade 5; Instructional Material Evaluation; Intermediate Grades; Middle Schools; Program Evaluation; *Science Curriculum
IDENTIFIERS- *Oregon

Curriculum mapping activities can be useful in analyzing curriculum goals and planning curriculum revision. This document is specifically designed using the Science Education Curriculum Goals articulated by the State of Oregon for grade 5. The goal areas include concepts, processing, manipulative skills, interests, values, interactions and characteristics. Information gathered using this document include: (1) amount of instruction; (2) degree to which instruction is included in course goals; (3) adequacy of texts and supplementary materials; and (4) adequacy of teacher training for each goal. The instrument is organized as a grid. (CW)

ED 309 181 TM 013 651

*Randhawa, Bikkar S.; And Others*
Sex Differences in Mathematics Performance and Perceptions of University Students.
PUB DATE- Jun 89
NOTE- 30p.; Paper presented at the Annual Conference of the Canadian Psychological Association (Halifax, Canada, June 7-9, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Calculus; *College Freshmen; Higher Education; Learning Readiness; *Mathematics Achievement; *Sex Differences; *Student Attitudes
IDENTIFIERS- *Context Effect; Mathematics Readiness

This study was intended to determine whether sex-linked mathematics achievement and contextual differences persist into the university years. A random sample of 150 first-year mathematics students enrolled at a midwestern university was identified. A common 30-item calculus readiness test and a 37-item questionnaire, dealing with students' perceptions of the context of mathematics learning, were administered to all students present on the testing day. One hundred examinees returned the questionnaire, and 131 completed the calculus readiness test. Of the 100 questionnaire respondents, 91 had taken the test. Data on these 91 subjects were used in subsequent analyses where data for both instruments were involved. When high school algebra grade was controlled, males scored significantly higher than did females on the calculus test. However, a multivariate analysis of variance of the seven components of the test produced a significant sex effect and univariate differences in favor of males were found for geometry, inequalities, and conceptual problems. The sex variable, coded as a dummy effect, did not enter the regression equation. Algebra study and hours of mathematics homework accounted for 53.5% of the variance in the test grades. Five data tables are included. (TJH)

ED 309 122 SO 020 065

*Dawson, George*
Motivational Activities for High School Economics, Keyed to the New York State Syllabus "Economics and Economic Decision Making."
**State Univ. of New York, Old Westbury, N.Y. Empire State Coll. Center for Business and Economic Education.**
PUB DATE- 88
NOTE- 52p.; For related document, see ED 289 791.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; *Economics; *Economics Education; Grade 12; High Schools; Learning Activities; Secondary Education; Social Studies; *Student Interests; Student Motivation; *Student Needs
IDENTIFIERS- Macroeconomics; Microeconomics; New York

This manual provides secondary school teachers with ideas for relating economics to student needs, interests, and experiences. The tentative syllabus "Economics and Economic Decision Making," designed for 12th grade social studies by the New York State Education Department in 1987, is used as a guide. Motivational activities for the 18 topics in that syllabus are suggested, basically in the order in which they appear in the syllabus. The activities range from simple assignments to complex projects requiring considerable research, thought, and analysis. Unit 1 introduces students to economics, discussing economic systems and supply, demand, and prices. Unit 2 addresses microeconomics and covers the following topics: consumers, business, labor, agriculture, and public goods and services. Unit 3 focuses on macroeconomics and includes the following topics: measuring the economy; money; unemployment, inflation, and distribution of income; government decisions that affect unemployment and inflation; the criteria of a "good" tax; and economic growth as a national policy goal. Unit 4 reviews reasons for international trade, characteristics of alternative economic systems, economic problems of developing nations, and the economics of population growth, resource scarcity or imbalance, and economic growth. The appendix lists rock songs that deal with economic topics which might be used to initiate discussions. (GEA)

ED 309 166                                SP 031 320

*Page, Fred M., Jr.; And Others*
The Teaching Profession As a Career Opportunity: Perceptions of Laboratory School Teachers.
PUB DATE- Mar 89

NOTE- 21p.; Paper presented at the Annual Conference of the National Association of Laboratory Schools (Anaheim, CA, March 1-5, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Career Choice; *Educational Change; Elementary Secondary Education; Employment Opportunities; *Laboratory Schools; *Teacher Attitudes; *Teaching (Occupation)

A survey was conducted in seven laboratory schools in order to determine teachers' experience, concerns, and insights as they relate to teaching as a career and various features of education reform. Laboratory schools in nine states participated in the study: Alabama, Colorado, Florida, Georgia, Iowa, South Carolina, and Tennessee. Major findings in the category of teaching as a career indicated that teachers from large communities were more positive about teaching being a good career for males, and job availability and security were viewed more positively by teachers from schools with larger student enrollment. Teacher opinions on educational reform indicated that teachers from smaller communities view restriction of teachers to instructing only in their subject matter major more positively than teachers from larger schools; they also viewed standardized testing of student more positively than teachers from larger schools. Nine tables present specific information on the variables taken into consideration in the study. (JD)

ED 309 222 UD 026 884

International Education Curriculum Guidelines.

**Washington Office of the State Superintendent of Public Instruction, Olympia.**

PUB DATE- Dec 88

NOTE- 81p.; Some pages contain marginally legible print.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Cultural Awareness; Curriculum Guides; Elementary Secondary Education; *Global Approach; *Intercultural Programs; *International Education; *International Relations; State Curriculum Guides; State Programs; *World Affairs; World Problems

IDENTIFIERS- *Washington

This curriculum guide is intended to integrate international education into the curriculum of elementary and secondary schools in Washington State. Section 1, "Introduction," comprises a brief list of statistical data about Washington and the world, and a copy of the 1987 Washington State international education legislation. Section 2, "The Framework for International Education," comprises the following parts: (1) definition; (2) rationale; (3) student outcomes; and (4) key implementation elements. Section 3, "Connections to the Curriculum," relates international education objectives to existing curricular objectives. Section 4, "Outcomes and Activities," suggests sample student activities related to international education student outcomes. Section 5, "Available Resources," comprises the following: (1) a 116-item annotated bibliography; (2) a 17-item list of resources available at the REACH Center Library; and (3) a list of participants in the 1988 Global REACH Consortium Fall Symposium. Section 6, "Recommendations," comprises a list of recommendations for teacher competencies in international/global education, and a list of recommendations for student development in international/global education. (FMW)

ED 309 093 SE 050 749

Science Education: Common Curriculum Goals.
**Oregon State Dept. of Education, Salem.**
PUB DATE- Jul 88
NOTE- 81p.; For related documents, see SE 050 745-750.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Course Objectives; *Elementary School Science; Grade 3; Grade 5; Grade 8; Grade 11; High Schools; *Interests; Intermediate Grades; Junior High Schools; Middle Schools; Primary Education; Process Education; Psychomotor Skills; Science Curriculum; Science Education; *Scientific Concepts; *Secondary School Science; State Curriculum Guides; *Values
IDENTIFIERS- *Oregon

The purpose of this booklet is to articulate the student outcomes expected for children at the end of grades 3, 5, 8, and 11. This document seeks to reflect the major themes of science education. These common curriculum goals have been developed not to detail separate facts of science needed to be taught by every science program, but to detail a larger view of the same subject around which the facts deemed important by each individual program can be organized. The concepts and processes of the seven common curriculum goals serve as the primary organizers, unifying Oregon's approach to the learning of K-12 science. The seven strands of this curriculum include: (1) concepts; (2) processes; (3) manipulative skills; (4) interests; (5) values; (6) interactions; and (7) characteristics. The student objectives in each content strand include the essential learning skills deemed appropriate for science instruction and the common knowledge and skills unique to science. Because concepts and processes are learned best in various contexts and in multiple experiences, they are pyramidical throughout the K-12 continuum. A brief list of resources is appended. (CW)

ED 309 108 SO 020 017

*Sullivan, Kathryn C.*

Reading a Painting: Student Comprehension of Important Works of Art.

PUB DATE- 88
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Aesthetic Education; *Aesthetic Values; *Art; *Art Appreciation; *Art Education; Art History; Curriculum Enrichment; Educational Trends; Instructional Improvement; Painting (Visual Arts); Secondary Education; *Visual Literacy
IDENTIFIERS- Aesthetics; *Discipline Based Art Education; Getty Center for Education in the Arts

In 1899, the Committee of Ten on Drawing, organized by the National Education Association, proposed that one of the main goals of art education should be "to offer a consistent development in the faculty of sight." Art appreciation was centered on the literal translation of the painting. Importance was placed on connecting the painter's name with the painting and attaching a date to it. More recently, the Getty Center for Education in the Arts has taken an active role in promoting the discipline-based art education programs in schools, in which aesthetics plays a major part. Young students can develop a level of self-awareness as they realize that a painting can have a meaning, an emotion, and a value that exists beyond their own reality. Elliot Eisner feels that "aesthetic ways of knowing" can expand consciousness and intellectual ability, allowing students to experience the profound statements made by artists throughout history. How the teacher presents important works of art to students predicates their response. Junior and senior high school art teachers should: (1) limit the number of slides shown in each class; (2) choose discussion topics and then find artwork that conveys that particular idea or feeling; (3) verbalize emotions when describing a painting; (4) help students explore symbolism in paintings; (5) tell the story/mythology of the painting; (6) validate students' responses to paintings; and (7) allow students to find artwork that conveys certain feelings or emotions. A bibliography is included. (GEA)

ED 309 151 SP 031 285

*Rud, Anthony G., Jr.*
From the Coast to the Mountains: Enhancing the Self-Esteem of North Carolina Teachers.

PUB DATE- Mar 89
NOTE- 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989). Appendix One (daily schedule for spring, 1988 seminars) has been omitted.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Creative Activities; Elementary Secondary Education; *Enrichment Activities; *Excellence in Education; *Holistic Approach; *Improvement Programs; Public School Teachers; *Self Actualization
IDENTIFIERS- *North Carolina

This paper describes two recent seminars for exemplary K-12 public school teachers from North Carolina held at the North Carolina Center for the Advancement of Teaching (NCCAT). A discussion is presented on the program's rationale. The seminars are examined in the light of the framework of an article on four conceptions of excellence: (1) technical proficiency; (2) disciplinary initiation process approach; (3) self-actualization; and (4) social responsibility. A discussion is offered on the development of a theory and practice of holistic education for career school teachers as exmplified by the NCCAT seminars. (JD)

ED 309 196 TM 013 682

*Reisner, Elizabeth R.; And Others*
Assessment of the Title I Evaluation and Reporting System.
SPONS. AGENCY- Department of Education, Washington, DC. Office of
  Planning, Budget, and Evaluation.
PUB DATE- Apr 82
NOTE- 141p.
CONTRACT- 300-82-0008; 300-82-0009; 300-82-0010; 300-82-0011;
  300-82-0012
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - General (020) Reports -
  Evaluative/Feasibility (142)
DESCRIPTORS- *Compensatory Education; Disadvantaged Youth; Elementary
  Secondary Education; *Evaluation Utilization; Federal State
  Relationship; *Information Systems; Program Effectiveness; *Program
  Evaluation; School Districts; School Effectiveness; Self Evaluation
  (Groups); *Technical Assistance; Validity
IDENTIFIERS- Education Consolidation Improvement Act Chapter 1;
  Office of Education; Technical Assistance Centers; *Title I
  Evaluation and Reporting System

The Title I Evaluation and Reporting System (TIERS) was assessed to determine the effectiveness of the TIERS in meeting its statutory objectives. A second purpose was to outline directions for the future of the system in light of enactment of the Educational Consolidation and Improvement Act of 1981. Focus was on assisting the United States Department of Education in conducting both the review of the models in its 1979 regulation and the review of the TIERS requested by the House of Representatives and the Senate in 1978. Generally, local and state educational agencies administering Title I programs are responsible for implementing the TIERS evaluation models, developed by the Office of Education (OE) to implement required standards. To assist these agencies, the OE provides technical assistance in the application of the models. Regular collection of data, via the models, was done at the state and local level. The OE aggregated all data to provide a national overview of the program's effectiveness. The Department of Education commissioned research into the five topics relevant to the current effectiveness and future direction of the TIERS. The 4-month assessment was conducted by a panel of five researchers, each of whom analyzed a separate aspect of the TIERS. Specific topics covered include the validity of TIERS, technical assistance centers, the utility of the TIERS system, changes in evaluation practice at local and state levels and the possible influences of the TIERS, and the Federal Government's perspective concerning the TIERS. Seven data tables and one figure are provided. Six appendices include the Title I evaluation requirements and supplementary text. (TJH)

ED 309 209 UD 026 863

*Issa, Raja R. A.; Lorentz, Robert L.*
Variations in Anxiety/Attitudes of Black High School Teachers towards Computers.
PUB DATE- Feb 89
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Black Teachers; *Computer Literacy; Computers; *Computer Uses in Education; High Schools; Multivariate Analysis; Questionnaires; *Secondary School Teachers; *Teacher Attitudes
This study examines differences in attitudes and anxiety levels toward computers between a group of black high school teachers who had regular exposure to computers (Group II) and a group of who had little or no exposure (Group I). Forty teachers from several Mississippi Delta high schools responded to a questionnaire containing demographic and attitudinal questions. Chi square statistics were examined to determine the independence between the variables of Group I and Group II. Multiple discriminant analysis was performed to determine statistical differences between the two groups. Analysis of the attitudinal variables showed marked differences between the two groups in their beliefs that computers are difficult to use, that computers are complicated machines, and that they lacked understanding of the many applications of computers. Both groups disagreed with the statement that it was more troublesome to do something on the computer than by hand. Discriminant functions correctly classified group membership at a level far beyond the chance level at 50 percent. Statistical data are included on five tables. A copy of the "Microcomputer Seminar Attitudes Survey" questionnaire and a seven-item bibliography are appended. (FMW)

ED 309 136                                SP 030 847

*Hudson, Lisa; And Others*
Recruiting Mathematics and Science Teachers through Nontraditional Programs: Case Studies.
**Rand Corp., Santa Monica, Calif.**
SPONS. AGENCY- Ford Foundation, New York, N.Y.
REPORT NO.- RAND-N-2768-FF/CSTP
PUB DATE- Aug 88
NOTE- 85p.; For related document, see ED 300 233 and SP 031 177.

AVAILABLE FROM- The Rand Corporation, Publications Department, 1700 Main St., P.O. Box 2138, Santa Monica, CA 90406-2138 ($7.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Career Change; Case Studies; Elementary Secondary Education; Higher Education; *Mathematics Teachers; *Nontraditional Education; *Science Teachers; Teacher Education; *Teacher Recruitment

This document is one of a series of studies that surveyed recruits to teaching drawn from nontraditional pools, such as retirees, homemakers, career switchers, and recent college graduates with mathematics and science degrees. The preparation programs for these prospective teachers are "nontraditional" in that they are designed specifically to prepare candidates who did not engage in undergraduate teacher preparation programs. The document gives detailed case studies of 10 of these nontraditonal programs. The emphasis is on the structure of the programs, the reasons for their initiation, the recruitment pools toward which they are targeted, and program requirements. (JD)

ED 309 167 SP 031 326

*Page, Jane A.; Page, Fred M., Jr.*
Proposed Reforms in Education: Views of State Teachers of the Year.
PUB DATE- Nov 88
NOTE- 15p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Louisville, KY, November 9-11, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Educational Change; Educational Policy; Elementary Secondary Education; *Excellence in Education; Mentors; Professional Recognition; *Program Effectiveness; Standardized Tests; *Teacher Attitudes; Teacher Education; *Teacher Effectiveness; Teacher Salaries
IDENTIFIERS- *Teacher of the Year

This study sought to determine the experience, concerns, and insights of 302 current and former State Teachers of the Year as they relate to educational and professional reform. A secondary objective was to determine whether these teachers, categorized on the basis of background variables, differ in their perceptions of educational and professional reform. Respondents were asked to rate their level of support for 21 reform proposals on a scale ranging from strongly agree to strongly disagree. Frequency statistics revealed various levels of support for specific reform proposals. Areas receiving strongest support included higher teacher salaries, mentor teachers to assist and supervise beginning teachers, and more state funding for educational programs. Undesirable reforms included longer school days, and use of standardized tests for evaluating both students and prospective teachers. Some significant differences of opinion were found between secondary and elementary teachers, older and younger teachers, and teachers with different educational backgrounds. (JD)

ED 309 182 TM 013 653

*van der Linden, Wim J.; Mellenbergh, Gideon J.*
Coefficients for Tests from a Decision Theoretic Point of View.
Research Report No. 1.
**Twente Univ. of Technology, Enschede (Netherlands).**

PUB DATE- Jun 77
NOTE- 35p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Decision Making; Equations (Mathematics); *Estimation (Mathematics); Probability; *Test Theory; *True Scores
IDENTIFIERS- Classical Test Theory; *Decision Theoretic Testing; *Delta Coefficient; Dichotomous Decisions

From a decision theoretic viewpoint, a general coefficient (delta) for tests is derived. The coefficient is applied to three kinds of decision situations. The first situation involves a true score estimated by a function of the observed score of a subject on a test (point estimation). Using the squared error loss function and Kelley's formula for estimating the true score, it is shown that delta equals the reliability coefficient from classical test theory. The second situation involves the observed scores split into more than two categories after which different decisions are made for the categories (multiple decision). The general form of the coefficient is derived, and two loss functions suited to multiple decision situations are described. It is shown that, for the loss function specifying constant losses for the various combinations of categories on the true and observed scores, the coefficient can be computed under the assumptions of the beta-binomial model. The third situation involves splitting of the observed scores into only two categories and making different decisions for the categories (dichotomous decisions). Finally, it is shown that for a linear loss function and Kelley's formula for the regression of the true score on the observed score, the coefficient equals the reliability coefficient of classical test theory. (TJH)

ED 309 094 SE 050 750

Curriculum Mapping: End of Third Grade. Science Education: Common Curriculum Goals.

**Oregon State Dept. of Education, Salem.**

PUB DATE- 9 Sep 88
NOTE- 45p.; For related documents, see SE 050 745-749. Small print may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Course Objectives; *Curriculum Evaluation; Educational Assessment; *Elementary School Science; *Evaluation Criteria; Evaluation Methods; *Grade 3; Instructional Material Evaluation; Primary Education; Program Evaluation; *Science Curriculum
IDENTIFIERS- *Oregon

Curriculum mapping activities can be useful in analyzing curriculum goals and planning curriculum revision. This document is specifically designed using the Science Education Curriculum Goals articulated by the State of Oregon for grade 3. The goal areas include concepts, processing, manipulative skills, interests, values, interactions and characteristics. Information gathered using this document include: (1) amount of instruction; (2) degree to which instruction is included in course goals; (3) adequacy of texts and supplementary materials; and (4) adequacy of teacher training for each goal. The instrument is organized as a grid. (CW)

ED 309 123                                    SO 020 069

*Mardon, Austin Albert*

Scope and Sequence Document: All Subjects 10-12.
**Lethbridge Separate School District #51 (Alberta).**
SPONS. AGENCY- Alberta Dept. of Education, Edmonton.
PUB DATE- 87
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Curriculum Development; Curriculum Guides; Foreign Countries; *Geography Instruction; High Schools; *Secondary School Curriculum
IDENTIFIERS- *Alberta; *Scope and Sequence

This scope and sequence document explains the organization of secondary-level courses (grades 10-12) in Alberta, Canada. An incomplete sample framework of the scope and sequence of the 10th grade Canadian geography course is provided. The shorthand notation system commonly used in all curriculum documents in the Province of Alberta is explained. Maps of Alberta and the city of Lethbridge, an organizational chart of the school system, and a chart of the high school geography stream are included. (GEA)

*Godley, Larry B.; And Others*
The Role of Administrators in Teacher Induction: Impact on Teacher Quality.
PUB DATE- 89
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administrator Attitudes; Administrator Effectiveness; Administrator Responsibility; *Administrator Role; *Beginning Teachers; Elementary Secondary Education; *Program Effectiveness; *Teacher Orientation
IDENTIFIERS- *Beginning Teacher Induction

This study examined the perceptions of elementary and secondary school administrators who were participating in an Entry Year Assistance Program. Opinions were sought from 24 administrators concerning the program both as a whole and focusing on various facets of the program, such as the development of the first-year teacher's professionalism and the impact of the program on the role of administrators. The administrators unanimously agreed that participating in the Entry Year Assistance Program was a valuable process. They described the program as being beneficial in terms of providing guidance to beginning teachers and also described the professional benefits they and other Entry Year Committee members received. The administrators agreed that they incurred several professional benefits as a result of working on the program. Among these benefits were increased insight into the problems of the beginning teachers resulting from more time spent in classroom observations. (JD)

ED 309 210 UD 026 865

*Duleep, Harriet Orcutt; And Others*
The Economic Status of Americans of Asian Descent: An Clearinghouse Publication 95.
**Commission on Civil Rights, Washington, D.C.**
PUB DATE- Oct 88
NOTE- 176p.
AVAILABLE FROM- United States Commission on Civil Rights, Washington, DC 20425.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Asian Americans; Chinese Americans; Civil Rights Legislation; *Economic Status; *Equal Opportunities (Jobs); Filipino Americans; Indians; Japanese Americans; Korean Americans; *Labor Market; Multivariate Analysis; Racial Discrimination; *Salary Wage Differentials; United States History; Vietnamese People
IDENTIFIERS- Civil Rights Act 1964; *Economic Equity

This report addresses the issues of whether discrimination adversely affects the economic status of Asian Americans today, and whether this group's relative economic status has improved over time. The study separately examines the economic status of the following six largest Asian groups in America: (1) Chinese; (2) Filipinos; (3) Japanese; (4) Asian Indians; (5) Koreans; and (6) Vietnamese. Separate consideration is given to native-born and immigrant populations. Patterns in Asian immigration to the United States and trends in the skill composition of immigrants are traced for the years 1850 through 1980. Current population characteristics of the Asian American family are explored. The study reports on family economic status, including average earnings and the effect of number of contributors to family income. Factors influencing skill differentials, including educational attainment, work experience, and English-language proficiency, are studied. Analyses of earnings and employment for Asian men are presented, as well as studies of Asian women in the work force. A statistical approach is used to test for evidence of labor market discrimination against Asians. Changes in Asians' relative economic status between 1960 and 1980 are described, and recommendations for future research and data collection are forwarded. The report includes nine appendices, a bibliography, 78 statistical tables, and two figures. (AF)

ED 309 223 UD 026 886

Perspectives on Equal Educational Opportunities. Something for Thought--What Is the Answer?

**Washington Office of the State Superintendent of Public Instruction, Olympia.**

PUB DATE- Mar 89
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Economic Factors; *Educational Change; Elementary Secondary Education; *Equal Education; *Foundations of Education; Higher Education; Literature Reviews; *Minority Group Children; *Political Influences; Political Power; *Social Influences; Sociocultural Patterns

Educational reform movements aimed at providing equal opportunities for minority children have ignored the basic social, political, and economic context in which schooling takes place. Although equal educational opportunity has emerged as the central ideology of American schooling, underlying characteristics of American society prevent these ideals from being achieved. American society is fundamentally unequal and this inequality is perpetuated by limiting the access of subordinate groups to political, economic, and social power. The content and structure of schooling is not neutral, but actively reproduces this societal inequality through the knowledge and cultural mode which has been designated as a high status and through mechanisms by which groups are sorted and treated differentially. Schools are part of the larger societal dynamic which functions to perpetuate structural and cultural inequality, and school reform movements should be viewed, in part, as a reflection of dominant cultural beliefs. The following traditional assumptions about the role of schools in society are analyzed: (1) meritocracy; (2) upward mobility; (3) the myth of the "Model Minority"; and (4) functionalism. (FMW)

ED 309 109 SO 020 018

*Filer, Randall K.*
Labor Market Earnings of American Artists in 1980. A Report to the National Endowment for the Arts.
**National Endowment for the Arts, Washington, D.C.**
PUB DATE- Dec 88
NOTE- 283p.
CONTRACT- C86-206
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- *Artists; Careers; *Economic Factors; *Economic Status; Employment Opportunities; *Income; Labor Force; Low Income; *Occupational Information; Poverty; Wages
IDENTIFIERS- *Earning Potential; Income Level

While some studies of the earnings of artists have typically claimed that artists earn significantly less than other workers, others suggest that there is no basis for concluding that artists earn any less on average than they would in other jobs. This study presents information regarding the earning and labor market success of artists in the United States as of 1980. Results are presented for many different subgroups of artists. After outlining introductory information in section 1, section 2 outlines the data used and points out a number of possible mechanisms for reconciling the diverse findings of previous work. Section 3 presents overall results concerning earnings of artists. This is followed in section 4 through section 8 by results for various subgroups of artists defined by place of residence, race and sex, marital status, education, self-employment status, and age. Section 9 contains regression equations prediction earnings of artists and comparison groups of other workers. The study reveals that the labor market differs widely across various types of artists, and it is difficult to establish what determines financial success. The findings are presented by 24 figures and 57 tables. Data are derived from 1980 U.S. Census figures. Sixteen references are given. (PPB)

ED 309 197 TM 013 686

*van der Linden, Wim J., Ed.*
IRT-Based Test Construction. Project Psychometric Aspects of Item Banking No. 15. Research Report 87-2.
**Twente Univ., Enschede (Netherlands). Dept. of Education.**
PUB DATE- 87
NOTE- 83p.; Portions of these papers were presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1978).
AVAILABLE FROM- Mediatheek, Faculteit Toegepaste Onderwijskunde, Universiteit Twente, P.O. Box 217, 7500 AE Enschede, The Netherlands.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Algorithms; *Computer Assisted Testing; Decision Making; Foreign Countries; Heuristics; *Item Banks; *Latent Trait Theory; *Mathematical Models; Models; Programing; Selection; *Test Construction; Test Items
IDENTIFIERS- *Information Function (Tests); Minimax Programming; Zero One Programing

Four discussions of test construction based on item response theory (IRT) are presented. The first discussion, "Test Design as Model Building in Mathematical Programming" (T. J. J. M. Theunissen), presents test design as a decision process under certainty. A natural way of modeling this process leads to mathematical programming. General models of test construction are discussed, with information about algorithms and heuristics; ideas about the analysis and refinement of test constraints are also considered. The second paper, "Methods for Simultaneous Test Construction" (Ellen Boekkooi-Timminga), gives an overview of simultaneous test construction using zero-one programming. The item selection process is based on IRT. Some objective functions and practical constraints are presented, the construction of parallel tests is considered, and two tables are provided. The third paper, "Automated Test Construction Using Minimax Programming" (Wim J. van der Linden), proposes the use of the minimax principle in IRT test construction and indicates how this results in test information functions deviating less systematically from the target function than for the usual criterion of minimal test length. An alternative approach and some practical constraints are considered. The final paper, "A Procedure To Assess Target Information Functions" (Henk Kelderman), discusses the concept of an information function and its properties. An interpretable function of information is chosen: the probability of a wrong order of the ability estimates of two subjects. (SLD)

ED 309 124 SO 020 070

*Parker, Sandra*
Dick and Jane Revisited: Women's Studies and the Adult Learner.
PUB DATE- Jun 88
NOTE- 8p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Students; *Controversial Issues (Course Content); *Feminism; Instructional Design; *Instructional Effectiveness; Postsecondary Education; Secondary Education; Secondary School Students; Self Evaluation (Individuals); *Student Characteristics; Student Interests; *Student Motivation; Student Reaction; *Womens Studies

There are many differences between the cultural stereotypes of students and the actual student in the classroom. The key to teaching these students is to always assess the audience and then prepare for the epistemological problems that are apt to be encountered. Successful women's or gender studies teachers emphasize open-mindedness, tolerance, flexibility, patience, and realism. Women's or gender studies courses are relevant to students' lives. The material is extremely interesting, and the scholarship is vital and stimulating. However, feminist materials are often controversial and deal with affective, as well as cognitive issues, and student anger may become an issue. Preparation of materials and thoughtful implementation of pedagogical techniques are essential, including interactive and "non-traditional" approaches in a non-authoritarian classroom environment. Adolescent students may deny a teacher's critique of society or become zealous about the course. By contrast, adult learners often aggressively endorse non-traditional ideas and are eager to add to classroom teaching materials. Adolescent students must be actively involved in the learning process. Teachers must realize that the course may not influence some students until later in life. Adult students often enter such courses with a less threatened attitude. They can share experiences and feelings on subject matter. Adult learners enjoy written assignments that draw upon personal experience. They thrive on creative tasks which are not encouraged in their worklives. Regardless of student age, teachers must encourage classroom experiences that exemplify how people may know themselves through the processes of self-evaluation. (GEA)

ED 309 137 SP 031 045

*Emans, Robert L.; Milburn, Corinne M.*
The Knowledge Base of Teaching: A Review and Commentary of Process-Product Research.
SPONS. AGENCY- Bush Foundation, St. Paul, Minn.; South Dakota Univ., *Vermillion. School of Education.*
PUB DATE- 89
NOTE- 52p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Ability Grouping; *Academic Achievement; Classroom Research; *Classroom Techniques; Elementary Secondary Education; *Instructional Effectiveness; Questioning Techniques; *Teacher Behavior; *Teacher Student Relationship; Teaching Methods; Time Management

An overview is presented of results of process-product research into the relationship between teacher behavior and student achievement. Results of studies are summarized, focusing mainly on teacher behaviors in the areas of: (1) management of time; (2) structuring and presenting lessons; and (3) questioning techniques. Research results on classroom management are also reviewed and discussed. This research focused on how effective teachers organize and manage an efficient classroom, give students tasks at the appropriate level, focus on worthwhile academic objectives, and use a balanced approval to motivate students. A discussion is presented of the findings of research studies on whole class instruction versus group and individual discussion, the classroom climate, and teachers' expectations for students. More than 100 research studies are cited in the references. (JD)

ED 309 168 SP 031 328

*Matson, Janis*
NAGWS Softball Guide 1989. Official Rules/Officiating.
**American Alliance for Health, Physical Education, Recreation and Dance, Reston, VA. National Association for Girls and Women in Sport.**
PUB DATE- 89
NOTE- 153p.
AVAILABLE FROM- AAHPERD Publications, P.O. Box 704, Waldorf, MD 20604 ($5.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Athletic Coaches; *Governance; *Softball; *Womens Athletics

This booklet, written for coaches of women's softball teams, contains the official National Association for Girls and Women in Sports (NAGWS) rules for the game. Recent rule modifications are included. Statements of philosophy and standards for NAGWS officials are also included. (JD)

ED 309 183 TM 013 654

*Rikers, Jos H. A. N.*
Towards an Authoring System for Item Construction. Research Report 88-7.
**Twente Univ., Enschede (Netherlands). Dept. of Education.**
PUB DATE- Apr 88
NOTE- 50p.; Figures contain marginally legible print.
AVAILABLE FROM- Bibliotheek, Department of Education, University of Twente, P.O. Box 217, 7500 AE Enschede, The Netherlands.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Authoring Aids (Programing); *Computer Assisted Testing; Foreign Countries; *Item Banks; Latent Trait Theory; Systems Development; *Test Construction; *Test Items; Test Reviews; Test Validity
IDENTIFIERS- *Change Analysis

The process of writing test items is analyzed, and a blueprint is presented for an authoring system for test item writing to reduce invalidity and to structure the process of item writing. The developmental methodology is introduced, and the first steps in the process are reported. A historical review traces the advances made in the field and the formal systems developed for reviewing test items. A Computer Aided Item Construction Project has been initiated to integrate the results of test writing research into an Authoring System for Item Construction (ASIC) program. An existing systems development method was used to guide the process of developing the authoring system. This method, Information Systems Work and Analysis of Changes (ISAC), starts with analyzing the needs, ideas, and problems of those who handle information. Only this first stage, Change Analysis, is described in this report. Steps in change analysis are: (1) problem analysis; (2) description of the existing situation; (3) making a test plan; (4) choosing an item format; (5) creating the test item; (6) checking the items; (7) study of change alternatives; (8) developing a blueprint; (9) choice of the item format; (10) generating items; and (11) checking items. Problems of item writing are described and listed in two tables with reference to whether an authoring system would contribute to their solution and the validity of the test. In all, 4 tables and 12 figures illustrate aspects of item writing. (SLD)

ED 309 095 SE 050 751

*Ford, Phyllis M.*

The Inseparable Links of Outdoor Education or You Can't Divide a Mobius.

PUB DATE- 89

NOTE- 23p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Adventure Education; Conservation (Environment); Elementary School Science; Elementary Secondary Education; *Environmental Education; Experiential Learning; *Lifelong Learning; Natural Resources; *Nonformal Education; *Outdoor Education; *Science and Society; *Secondary School Science

This speech, presented at the reception of the Julian Smith Award, provides a short history of the author and of outdoor education. Outdoor education is defined as education in, about, and for the outdoors. Several points of interest regarding outdoor education are stressed by the author. These include: (1) there is a need for the public to be kept informed about the outdoors so they can use and appreciate the outdoors; (2) outdoor education needs to be taught in the out-of-doors, not in the classroom; (3) there is still a debate between outdoor education and outdoor recreation; and (4) the job of outdoor educators is a lifelong educational process of making people work for nature. (MVL)

ED 309 153 SP 031 299

*O'Donnell, James; And Others*

The Complexities of Teacher Education in a Professional Development School: A Study through In-Depth Interviews.

**East Longmeadow School District, MA.; Massachusetts Univ., Amherst. School of Education.**

SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.

PUB DATE- 3 Mar 89

NOTE- 31p.; Paper presented at the Annual Meeting of the American Association of Colleges of Teacher Education (Anaheim, CA, March 2-5, 1989).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *College School Cooperation; Collegiality; Elementary Secondary Education; Higher Education; *Mentors; Preservice Teacher Education; Secondary Education; *Student Teacher Attitudes; *Student Teachers; *Teacher Attitudes; Teacher Behavior

This paper shares preliminary research findings about the experience of student teachers and mentors working together in a clinical site. The major characteristics of a clinical teaching site are: (1) high school teachers acting as a cohort have an expanded role as teacher educators in their work with student teachers; (2) student teachers also operate as a cohort group; and (3) university faculty work on site with high school faculty and student teachers. The research methodology employed is a model of in-depth phenominological interviewing which operates on the assumption that one makes meaning of his or her experience after reflecting on the constitutive details of that experience. Three 90-minute, in-depth interviews, spaced approximately one week apart, are conducted with each participant. The initial findings indicate that the student teaching cohort and the support of the mentors and university staff do help to ameliorate some of the inherent frustrations associated with student teaching. For the mentors, participation in the clinical site is proving to be a valuable mechanism for providing intellectual and professional renewal. (Author)

ED 309 224 UD 026 888

# State of New Mexico State Plan: Education of Homeless Children and Youth.

**New Mexico State Dept. of Education, Santa Fe.**
PUB DATE- Feb 89
NOTE- 64p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; *Disadvantaged Youth; Educational Legislation; Elementary Secondary Education; Federal Legislation; Federal Programs; *Homeless People; Program Administration; *Program Implementation; Social Services; State Federal Aid; *State Programs; Student Needs; Student Problems; Student Welfare
IDENTIFIERS- *New Mexico; *Stewart B McKinney Homeless Assistance Act 1987

New Mexico's State plan for the education of homeless children and youth is submitted in compliance with Title VII-B of the Stewart B. McKinney Homeless Assistance Act of 1987. The plan is comprised of 10 sections and five appendices. Section 1 states that the State Department of Education (SDE) is responsible for the administration of the McKinney Act programs and activities. Section 2 provides an overview of the McKinney Act, including definitions of a homeless individual. Section 3 reports on required information addressed in the State plan. Section 4 summarizes State data collection and survey results. Section 5 presents conclusions based on results of the State survey. Section 6 describes program goals pertaining to statutory issues, administrative goals, and technical assistance. Section 7 outlines activities, responsible agencies, and timelines related to the accomplishment of 12 objectives for homeless education. Section 8 discusses schedules and dissemination of notice for statewide public hearings. Section 9 describes State plans for evaluation of program effectiveness. Section 10 indicates SDE responsibility for records and information. The appendices include the following materials: (1) a status report on homeless children and youth; (2) agendas for the Advisory Committee; (3) hearings on the State plan; (4) a copy of the public input form; and (5) a reprint of Title VII-B of the McKinney Act. (AF)

ED 309 110 SO 020 019

*McDaniel, Ernest; McInerney, William*
Enhancing Thinking Skills: Twin Lakes Purdue. Final Report.
**Purdue Univ., Lafayette, Ind. Dept. of Education.**
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 31 Oct 88
NOTE- 162p.
CONTRACT- 400-85-1055
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Research/Technical (143)
DESCRIPTORS- *College School Cooperation; Elementary Secondary Education; Experimental Programs; Experimental Teaching; Higher Education; Instructional Improvement; *Instructional Innovation; Methods Courses; Questionnaires; Retraining; *Skill Development; *Social Studies; Student Teachers; Teacher Attitudes; *Teacher Developed Materials; Teacher Education; Teacher Improvement; Teacher Interns; Teacher Student Relationship
IDENTIFIERS- *Indiana (Twin Lakes)

The long-range goal of the Twin Lakes/Purdue project is to establish a collaborative site where college students can observe and practice teaching behaviors that enhance thinking skills and facilitate cognitive growth. A more immediate objective is to help teachers at the site develop teaching strategies which enhance thinking in the content area of social studies. Efforts have been focused on helping these teachers make a transition from conventional teaching to teaching guided by a research based instruction model. According to the model, instruction is initiated through confrontations, experiences which are emotionally compelling and open to a variety of interpretations. These questions which the teacher asks should help the students seek explanatory relationships. This will lead to using resources beyond the textbooks as the inquiry unfolds. Teachers must encourage students to pursue their own emerging lines of inquiry in this process. The accomplishments and positive aspects of this close relationship between university and school are discussed, as are the difficulties in implementing such programs that force teachers to confront their instructional assumptions and strategies. The aim of this process is to develop the students' abilities to attain skills that will enable them to encounter their environment, probe and process the information discovered, build new constructs, and reorganize the cognitive structure. Student questionnaires, 44 references, and profiles of components of the program are included. (PPB)

ED 309 211 UD 026 870

The Reauthorization of Expiring Federal Elementary and Secondary Education Programs. Miscellaneous Programs. Volume 8. Hearing

before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor. House of Representatives, One Hundredth Congress, First Session.

**Congress of the U.S., Washington, D.C. House Committee on Education and Labor.**

PUB DATE- 2 Apr 87

NOTE- 109p.; Serial No. 100-9. Document contains inserts using small prints.

AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- *Educational Innovation; Elementary School Mathematics; Elementary School Science; Elementary Secondary Education; Federal Legislation; *Federal Programs; Hearings; Immigrants; *Inservice Teacher Education; *Literacy Education; Magnet Schools; *School Effectiveness; Urban Education

IDENTIFIERS- Congress 100th; Education Consolidation Improvement Act Chapter 2; Education for Economic Security Act 1984; Effective Schools Projects; *Proposed Legislation; Reauthorization Legislation; Virgin Islands

This document reports on the eighth of a series of hearings on the reauthorization of expiring Federal elementary and secondary education programs. Seven expert witnesses, including representatives of the Department of Education and professional and community organizations, gave testimony concerning a number of micscellaneous federal programs. The following positions were expressed: (1) increase funding to support building programs in the Virgin Islands through P.L. 95-561; (2) encourage the development and retention of high-caliber teachers through the Christa McAuliffe Teacher Training and Improvement Act; (3) provide literacy programs for limited English speaking immigrants through the Emergency Immigrant Assistance Act; (4) continue block grant funds for magnet school programs through the Education Consolidation and Improvement Act; (5) improve elementary science and mathematics teaching through Title II of the Education for Economic Security Act; and (6) support implementation of effective schools programs. Seven prepared statements, letters, and supplemental materials are appended. (FMW)

ED 309 169 SP 031 330

*Patrias, Karen, Comp.; And Others*
Physical Fitness & Sports Medicine. Specialized Bibliography Series No. 1988-2.
**National Library of Medicine (DHHS/NIH), Bethesda, Md.**
REPORT NO.- SBS-1988-2
PUB DATE- Jun 88
NOTE- 64p.
AVAILABLE FROM- Superintendent of Documents, Government Printing Office, Washington, DC 20402-9371.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Conference Proceedings; *Exercise Physiology; Injuries; *Physical Fitness; Publications; *Sports Medicine; *Team Sports

The subjects covered in this bibliogaphy (1,406 citations) include the history of sports and sports medicine, sports injuries, physical fitness throughout various stages of life, and the current status of physical fitness in the United States. The first section includes journal articles, book chapters, and conference papers in three areas: history and current perspectives of sports, sport medicine and physical fitness; sports injuries (subdivided by major sports), and physical fitness (subdivided by three major age groups). Sections two and three cover monographs, dissertations, conference proceedings, and audiovisuals in all the subject areas. The final section contains an alphabetical listing of serials on the subjects of physical fitness and sports medicine. (JD)

ED 309 096 SE 050 758

*Kinney, James H.*

A Study of the Effects of a Cooperative Learning Program on the Achievement of Ninth Grade Multi-Cultural General Biology Classes.

PUB DATE- May 89

NOTE- 117p.; Appendix B contains copyrighted material and has been pulled from this document. Paper presented to the Alexandria City, Virginia School Board regarding teaching techniques aimed at improving existing programs in this school division as per grant requirements.

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Academic Achievement; *Biology; Black Students; *Cooperative Learning; Grade 9; Group Activities; Junior High Schools; *Learning Activities; Minority Groups; *Models; Science Activities; *Secondary School Science; Teaching Methods

IDENTIFIERS- *Science Achievement

Black students, other minorities and white students can show significant increases in achievement in biology by using a cooperative learning model. Concentrating on cooperating with group members toward a common goal is the ingredient that makes this cooperative learning model work. This study was designed to investigate the effects of cooperative learning exercises on the achievement of ninth grade multi-cultural biology classes. The study was conducted over a two-year period. Results indicated that the experimental group plus seven of the eight experimental subgroups had higher mean scores on the post test. This indicated a consistent improvement in achievement, over the long term, for students using the cooperative learning model. The study also indicated that past cooperative group performance in one area may be used to predict future group performance in another. It indicated an importance to have one high achiever in each cooperative learning group. (CW)

ED 309 138 SP 031 096

Kansas State Inservice Plan.
**Kansas Association for Supervision and Curriculum Development.**

PUB DATE- 88
NOTE- 55p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Journal Articles (080)
DESCRIPTORS- *Administrator Role; Elementary Secondary Education; *Inservice Teacher Education; *Peer Teaching; *Program Effectiveness; Staff Development; *State Programs
IDENTIFIERS- *Kansas State Inservice Plan

The first paper (by Jim Jarrett) in this monograph on the Kansas State Inservice Plan offers an overview of one facet of staff development plans, i.e., peer coaching and its effectiveness in teacher inservice education. The next paper (by Dan Neuenswander) reviews the Kansas State Department of Education Inservice Plan, defining inservice and/or staff development and setting the context within which the terms will be used. It also identifies critical elements required of an effective inservice plan and examines the state plan in the light of these elements. A counterpoint paper (by Walt Mickler) points out flaws in the plan, identifying problems and their sources, and recommending changes in the plan and its supporting policy. A bibliography lists sources of information about state programs. (JD)

ED 309 184 TM 013 655

*Engelen, Ron J. H.; And Others*
Item Information in the Rasch Model. Project Psychometric Aspects of Item Banking No. 34. Research Report 88-7.
**Twente Univ., Enschede (Netherlands). Dept. of Education.**

PUB DATE- Nov 88
NOTE- 39p.
AVAILABLE FROM- Bibliotheek, Department of Education, University of Twente, P.O. Box 217, 7500 AE Enschede, The Netherlands.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Ability; *Difficulty Level; Foreign Countries; *Latent Trait Theory; Mathematical Models; Simulation; Statistical Analysis; *Test Items
IDENTIFIERS- *Item Information; Item Parameters; *Rasch Model

Fisher's information measure for the item difficulty parameter in the Rasch model and its marginal and conditional formulations are investigated. It is shown that expected item information in the unconditional model equals information in the marginal model, provided the assumption of sampling examinees from an ability distribution is made. For the logistic ability distribution considered in this paper, item information in the two models can be expressed in a closed form. Also, it is shown that for a random examinee expected item information in the conditional model is always less than that in the other two models, albeit the difference quickly decreases with an increase in test length. If the distribution of the item difficulties in the test deviates more and more from the ability distribution, item information in all three models takes smaller and smaller values. Results from a simulation study of tests with 5 and 20 items demonstrate these features numerically. Six tables present the results of the simulation study, and one graph illustrates item information in the marginal model. (Author/SLD)

ED 309 198 TM 013 687

*van der Linden, Wim J.*

The Use of Test Scores for Classification Decisions with Threshold Utility. Project Decision-Theoretic Aspects of Test Use No. 1. Research Report 86-1.

**Twente Univ., Enschede (Netherlands). Dept. of Education.**

PUB DATE- 86

NOTE- 35p.

AVAILABLE FROM- Mediatheek, Faculteit Toegepaste Onderwijskunde, Universiteit Twente, P.O. Box 217, 7500 AE Enschede, The Netherlands.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Achievement Tests; *Bayesian Statistics; *Classification; *Decision Making; Elementary School Students; Foreign Countries; Grade 6; Intermediate Grades; Regression (Statistics); *Scores; Statistical Analysis; *Test Use

IDENTIFIERS- Linear Models; Netherlands; *Thresholds; *Utility Functions

Differences between traditional linear regression and a Bayesian approach to classification are discussed. Classification consists of assigning subjects to one of several available treatments on the basis of their test scores when the success of each treatment is measured by a different criterion. Formulating this problem as an empirical Bayes decision problem is indicated. As an example, the case of classification with a threshold utility function is analyzed and optimal assignment rules are derived. Data from over 15,500 students taking the achievement test of the Dutch National Institute of Educational Measurement at the end of grade 6, usually used to get an impression of the predictive validity of the test, were used as an example to explore the possibility of establishing optimal rules for the selection of continuation schools using this theory of classification. The following types of secondary education were selected as "treatments" in the analysis: (1) lower vocational education; (2) lower general education; and (3) middle general education. Students who continued at the same school or a higher one were considered successes. Findings were that differences between the two types of general education are very small. Three tables give data for the example study, and one graph illustrates the logistic regression lines for the three treatments. (SLD)

ED 309 125 SO 020 071

Learning about Work: A Guide for Discussion in the Schools.
**Communications Workers of America, Washington, DC. Education Dept.**
PUB DATE- 88
NOTE- 28p.; Slides accompany this unit. Produced under a grant from the Joseph A. Beirne Memorial Foundation.
AVAILABLE FROM- CWA Education Department, 1925 K Street N.W., Suite 823, Washington, DC 20006 ($10.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Creative Works (Literary and Dramatic) (030) Guides/Methods/Techniques (For Practitioners) - General (050) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Audiovisual Aids; Elementary Secondary Education; Employer Employee Relationship; Employment; Instructional Materials; *Labor; Labor Conditions; Labor Force; *Labor Relations; *Labor Standards; *Quality of Working Life; Slides; Union Members; *Unions

This kit is designed to help labor union members or others interested in workplace issues to make successful visits to elementary and secondary school classrooms. The slide program lasts approximately 45 minutes and does not require an expert in teaching or labor history background. Suggestions on whom to approach within the school in order to receive permission to give the presentation, how to ask for that permission, and tips on working with students are given. The topics covered in the secondary schools presentation include: "Learning about Work"; "People at Work"; "Workers Joining Together"; "Making Jobs Better"; "Equal Opportunity"; "Rights on the Job"; "Work and Family"; "Justice for All"; and "People Without Work." Separate elementary and secondary school presentations of 70 slides are included. These presentations consist of discussion points that should be raised as the slides are shown. The presentations are intended to generate student discussion about workplace issues, not to give only a pro-union viewpoint. (PPB)

ED 309 154 SP 031 302

The Best of Practical Pointers.
**Association for Research, Administration, Professional Councils & Societies, Reston, Va.**
REPORT NO.- ISBN-0-88314-437-9
PUB DATE- 89
NOTE- 354p.; Photographs may not reproduce well.
AVAILABLE FROM- American Alliance for Health, Physical Education, Recreation and Dance Publications, P.O. Box 704, Waldorf, MD 20604 ($11.95 + $2.50 postage and handling)
LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adapted Physical Education; Dance; Disabilities; Games; *Individualized Programs; Mainstreaming; *Motor Development; *Perceptual Motor Learning; *Physical Fitness; Severe Disabilities; Swimming
This publication is a compilation of monographs offering practical suggestions for teachers of adapted physical education. It contains numerous suggestions on teaching techniques, activity adaptations, equipment modifications, programming information, coaching hints, skill development strategies, and curriculum data. The five sections offer practical pointers for: (1) physical fitness; (2) movement fundamentals and dance; (3) activity programs for the severe and profound multiply handicapped; (4) adapted aquatics; and (5) organization and administration. (JD)

ED 309 225 UD 026 890

*Sparrman, Carl-Axel, Ed.; Williams, Michael, Ed.*
The CDCC's Teacher Bursaries Scheme. European Teachers' Seminar on "Intercultural Education" (London, March 20-25, 1988).
**Council for Cultural Cooperation, Strasbourg (France).**
REPORT NO.- DECS/EGT(89)13
PUB DATE- 27 Feb 89
NOTE- 31p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cultural Interrelationships; Cultural Pluralism; Elementary Secondary Education; Ethnocentrism; *Field Trips; Foreign Countries; *Inservice Teacher Education; *Intercultural Programs; Minority Groups; *Multicultural Education; Program Descriptions; Racial Discrimination; Urban Schools
IDENTIFIERS- *England (London); Sweden

This report describes a 1-week residential in-service course dealing with intercultural education and attended by European teachers from ten countries. The following presentations are reviewed: (1) "Welcoming Address" (D. Lawton); (2) "Interculturalism and the New Swedish Teacher-Training Programme" (C. Sparrman); (3) "Multicultural London" (J. Gundara); (4) Multicultural Education in England" (J. Singh); (5) "The Media and Multicultural Society" (B. Ferguson); and (6) "Multilingualism in London Schools" (S. Alladina). Group field trips to the following school systems are described: (1) Hammersmith/Fulham; (2) Greenwich; and (3) Lewisham. A panel discussion is described, summarizing the participants' experiences. The appendices comprise the following: (1) a copy of the course program; (2) a list of participants; and (3) a list of groups for school visits. (FMW)

ED 309 170 SP 031 331

Vaccine-Preventable Diseases of Childhood. January 1986 through August 1988. Current Bibliographies in Medicine No. 88-12.
**National Library of Medicine (DHHS/NIH), Bethesda, Md.**
PUB DATE- 88
NOTE- 46p.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing

Office, Washington, DC 20402 (Stock No. 817-004-00012-1, $2.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Children; *Communicable Diseases; *Disease Control; *Immunization Programs

Unless there are contraindications, there are seven diseases for which the Centers for Disease Control recommends all children be vaccinated: (1) diphtheria; (2) measles; (3) mumps; (4) pertussis; (5) poliomyelitis; (6) rubella; and (7) tetanus. The 748 references in this bibliography relate to various aspects of these vaccines and the diseases they prevent, as well as smallpox. The references are to English language journal articles or conference proceedings. (JD)

ED 309 212 UD 026 871

*Pugh, Wesley C.*

An Urban American Perspective on School Effectiveness: Research, Policy and Future Directions.

**Philadelphia School District, Pa. Office of Research and Evaluation.**
PUB DATE- Jan 89
NOTE- 28p.; Paper presented at the Annual Conference of the International Congress for School Effectiveness (2nd, Rotterdam, The Netherlands, January 4-6, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; *Educational Improvement; *Educational Policy; *Educational Research; Elementary Secondary Education; Expectation; Resource Allocation; *School Effectiveness; *Urban Education
IDENTIFIERS- Philadelphia School District PA

The school effectiveness experiences of urban public school systems in America serve as a pivotal means of developing understanding of the potential for success inherent in school improvement strategies. The school effectiveness movement began in the mid-1960s with researchers such as Coleman, Jencks, and Jensen. Aggregated quantitative data analysis was conducted on a large scale using indicators such as family background and socioeconomic status. In the 1970s the research became more qualitative. Presently administrators and management styles are the targets of research. There are new suggestions for the reallocation of federal programs and funds. A case study of Philadelphia Public Schools is presented to show the general direction of the effective schools movement over the past three decades. The future directions of school improvement initiatives in major urban districts are discussed based on an analysis of recent research findings which have indicated inconclusive results related to the implementation of school effectiveness strategies. America's public schools are facing the end of the effective schools movement. In the absence of demonstrated success, expectations of public education may have to be adjusted. A 42-item list of references is included. (VM)

ED 309 097 SE 050 768

*Reid, Ron*
Great Lakes Teacher's Guide.
**Federation of Ontario Naturalists.**
PUB DATE- 89
NOTE- 75p.; For related documents, see ED 288 702 and SE 050 769.
AVAILABLE FROM- Federation of Ontario Naturalists, 355 Lesmill Rd., Don Mills, Ontario M3B 2W8, Canada ($15.00 plus $2.50 postage and handling).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Biological Sciences; *Conservation (Environment); *Environmental Education; Foreign Countries; Hazardous Materials; Instructional Materials; *Marine Education; *Pollution; Secondary Education; *Secondary School Science; Wastes; Water
IDENTIFIERS- *Great Lakes

The Great Lakes are one of the world's greatest reservoirs of fresh water, the foundation of Ontario's economic development, a primary force in ecological systems, and a base for pleasure and recreation. They are also a magnificent resource for the teachers of Ontario. Study of the Great Lakes can bring to life the factors that shape the ecology of Ontario. It can provide a vehicle to demonstrate the economic forces that created Ontario's industrial base. It can illustrate the effects of carelessness and indifference in polluting these vast waters, and the results of cooperative action in combating some of that pollution. This guide is designed to allow teachers to easily make use of Great Lakes topics. Materials in this guide could be used either together or independently. They are arranged in six units: Overview of the Great Lakes; Abiotic Characteristics; Biotic Characteristics; Social and Economic Focus; Under Chemical Siege; and Conserving the Ecosystem. Apart from providing background information, supplementary questions for student review, and suggested group and individual activities, each unit has attitude, skill, and knowledge objectives defined. By permitting a quick assessment of the usefulness of that unit for a particular course, it is hoped these objectives will assist teachers who wish to make use of this material within existing courses. (CW)

ED 309 111 SO 020 020

*Brimmer, Andrew F.*
Nature and Content of Contemporary Economics.
PUB DATE- 88
NOTE- 32p.; Paper presented at the National Conference on the Future of Civic Education (Washington, DC, October 5-7, 1988). For related documents, see ED 302 474, ED 307 188, ED 307 192-193, ED 308 100-101, and SO 020 021.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Course Content; *Economic Research; *Economics; *Economics Education; Social Scientists
IDENTIFIERS- *Economic Theory; Macroeconomics; Microeconomics; Nobel Prizes

Economics does not have sharply delineated boundaries, but the domain has been defined broadly, and differently, from time-to-time. Currently, the contents of economics can be divided into the following broad areas: macroeconomics, microeconomics, and development economics. Most economists specialize in one or more of the more narrowly defined branches of economics. They can be further classified as "tool makers" or "tool users." Tool makers typically work at the discipline's frontier, formulating new theories and devising new techniques of analysis. Most economists are tool users who apply existing knowledge to assess economic problems and recommend change. The foundations of economics are being modified constantly by the tool makers. The recipients of the Nobel Memorial Prize in Economic Science for the years 1969-1987 are listed along with their accomplishments. The kinds of research which interest economists can be seen in the record of publications. Hundreds of periodicals are devoted primarily to the publication of research by economists. Several examples illustrate the analytical bases of economists' policy recommendations. Discussions of individuals and households, the labor market, business firms and efficiency, pricing of natural resources, environmental costs, monopoly and competition, macroeconomic policy, international economics, and comparative economic systems are included. Two tables detail the subject matter distribution of published manuscripts in the "American Economic Review," 1981, 1982, 1986, and 1987, and doctoral dissertations in economics, 1982 and 1987. (GEA)

ED 309 139 SP 031 102

Selected Aspects of In-Service Education of Teachers in the Eighties. Further Education of Teachers Series, Vol. 6.

**Charles Univ., Prague (Czechoslovakia). European Information Centre for Further Education of Teachers.**

PUB DATE- 88
NOTE- 74p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Comparative Analysis; Foreign Countries; Information Services; Information Sources; *Inservice Teacher Education; *Program Evaluation; *Program Improvement; *Research Reports; Teacher Characteristics; Trend Analysis; Users (Information)

The first section of this report "In-service Training of Teachers" (M. Cerna) presents an analysis of selected aspects and subsequent synthesis of trends, characteristic of inservice education of educational personnel, such as its orientation, concept, definition, content and evaluation. It refers to the personality of contemporary teachers and their dominant activities as well as to their problems. Suggestions are made that may contribute to the improvement of inservice education. Analyzed in detail are the conclusions of three major research activities in the eighties: (1) the Organization for Economic Co-Operation and Development project, which was oriented to the general optimalization of inservice training for educational personnel; (2) the project launched within the Council for Mutual Economic Assistance (socialist countries), devoted to the main trends of research in the field of inservice education; and (3) the United Nations Educational, Scientific and Cultural Organization Project, oriented to the characteristics of the concepts and models of inservice education. The report is supplemented with a list of references. The second section "Comparative Analysis of the Information Process in the Field of In-Service Training of Educational Personnel" (H. Prochazkova, J. Hradilova, A. Souckova) presents reports on the content of information gathered by the European Information Centre for Further Education of Teachers (EIC-FET) from 1983 to 1986, the types of information sources, and profiles of users of EIC-FET information services. Charts and tables are included in this report. (JD)

ED 309 185 TM 013 656

*Knol, Dirk L.; Berger, Martijn P. F.*
Empirical Comparison between Factor Analysis and Item Response Models. Project Psychometric Aspects of Item Banking No. 37. Research Report 88-11.
**Twente Univ., Enschede (Netherlands). Dept. of Education.**
PUB DATE- Jul 88
NOTE- 46p.
AVAILABLE FROM- Bibliotheek, Department of Education, University of Twente, P.O. Box 217, 7500 AE Enschede, The Netherlands.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Comparative Analysis; Computer Simulation; Computer Uses in Education; *Factor Analysis; Foreign Countries; *Latent Trait Theory; Mathematical Models; Multidimensional Scaling; Statistical Analysis; *Test Items
IDENTIFIERS- *Empirical Methods; Item Parameters; Tetrachoric Correlation

Many multidimensional item response theory (IRT) models have been proposed. A comparison is made between the so-called full information models and the models that use only pairwise information. Three multidimensional models described are: (1) the compensatory model of R. D. Bock and M. Aitken (1981) using the computer program TESTFACT; (2) a model based on R. P. McDonald's (1985) harmonic analysis using the program NOHARM; and (3) the computer program MAXLOG of R. L. McKinley and M. D. Reckase (1983). Five factor analysis procedures for dichotomous items are discussed. A simulation study was conducted to compare the various methods. The item parameters of four different sets of items were used with numbers of subjects set at 250, 500, and 1,000. Ten replications were generated for each set of item parameters and each sample size. All models were compared with respect to estimates of IRT and factor analysis parameters using six criteria in terms of mean squared differences between the known and estimated item parameters. The most striking result of the simulation study was that common factor analysis programs outperformed the more complex programs TESTFACT, MAXLOG, and NOHARM. It was apparent that a common factor analysis in the matrix of tetrachoric correlations yielded the best estimates. A procedure based on the mean squared residuals of the correlation matrix was also presented for assessing the dimensionality of the model. Nine tables present the data from the simulation study. A 45-item list of references is included. (SLD)

ED 309 126 SO 020 072

*Levine, George; And Others*
Speaking for the Humanities. ACLS Occasional Paper, No. 7.
**American Council of Learned Societies, New York, N.Y.**
PUB DATE- 89
NOTE- 45p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Education; Core Curriculum; Culture; Curriculum Evaluation; Educational Philosophy; *Humanities; *Humanities Instruction; Majors (Students); Postsecondary Education; Relevance (Education); *Research and Development Centers; Researchers; Specialization

This report arose from discussions among directors of interdisciplinary humanities centers who recognize disparity between what they believe is the popular view of the humanities and their perception of the significant work that their centers sponsor. The question of specialization in the humanities requires attention since it is so often criticized as evidence of a loss of concern with the larger cultural issues and of reduced attention to the needs of the undergraduate learner. But to identify specialization of research as the problem is to misunderstand the situation. First, research must be specialized. Second, to be specialized does not necessarily mean to be trivial. And third, forces within the humanities, such as interdisciplinary humanities centers, already work against narrow specialization. It is imperative that critics of the humanities' failure to construct a core curriculum recognize that every inclusion constitutes a choice, an exclusion, and that those choices reflect local, institutional, and contemporaneous idealogical viewpoints. The number of majors at any given time does not tell a great deal about the internal intellectual and moral state of the humanities. It is likely, however, that humanities enrollments will be stronger in times of prosperity because humanities majors tend not to be seen as pathways to lucrative employment. Of all the recent developments in the humanities, the one that answers negative criticism most directly and most fully expresses the range and importance of the humanities is the proliferation of interdisciplinary humanities centers. (PPB)

ED 309 155 SP 031 306

*Bobbitt, Sharon A.*
Teacher Incentive Programs in the Public Schools. Survey Report.
**National Center for Education Statistics (ED), Washington, DC.**
REPORT NO.- CS-89-063
PUB DATE- Apr 89
NOTE- 39p.; Data Series: PSS-85-4.2.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Administrator Attitudes; Career Ladders; Elementary Secondary Education; *Incentives; *Institutional Characteristics; Merit Pay; Program Attitudes; *Program Effectiveness; *Public School Teachers; *Teacher Attitudes; Teacher Characteristics; Unions
IDENTIFIERS- *Teacher Incentive Program

Teacher incentive programs, including merit pay and career ladders, have been the focus of a great deal of debate among teachers, teachers' unions, administrators, and others in the education community. Teacher incentive programs have the potential to affect over 2 million public school teachers. This report on a national survey of public schools conducted in the 1984-85 school year, is designed to provide baseline data on teacher incentive programs that current and future research can use to estimate the changes that may be occurring in this area. The first section of the report discusses characteristics of schools that do and that do not have teacher incentive programs, and the types of programs most and least likely to be present in schools. The second section examines characteristics of teachers who work in schools with and without incentive programs. The third section explores the usefulness of the administrators' ratings on the effectiveness of each incentive program. The following are samples of the findings discussed in this report: (1) In 1984-85, about 38 percent of all public schools offered one or more teacher incentive programs, compared with 18 percent in school year 1983-84; (2) Less than half (42 percent) of all public school teachers worked in schools which offered one or more teacher incentive program; (3) Large schools are more likely to offer teacher incentive programs than small schools; (4) Schools with higher proportions of minority students are more likely to offer incentive programs than schools with lower proportions of minority students; (5) Minority teachers are more likely to work in schools offering teacher incentive programs than white, non-Hispanic teachers. Appended technical notes provide information on data gathering and school and teacher variables taken into consideration by the study. Ten tables and six figures are provided. (JD)

ED 309 171 SP 031 334

*Holland, Bernard; Wessel, Janet A.*

Project I CAN-Achievement Based Curriculum (ABC) Evaluation Report: Teacher and Student Performance Data.

PUB DATE- 88
NOTE- 17p.; For related documents, see SP 031 335-336.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adapted Physical Education; *Curriculum Development; Elementary Secondary Education; Mainstreaming; Performance Factors; Physical Education; *Program Development; Program Effectiveness; *Program Evaluation; Program Implementation; Teaching Methods
IDENTIFIERS- I Can Achievement Based Curriculum; National Diffusion Network

The Achievement Based Curriculum (ABC) is a process for training teachers how to plan, assess, prescribe, teach, and evaluate instruction for all children. Project I CAN is a research database designed and organized to be used by physical educators and classroom teachers. The materials cover the scope (preprimary through secondary) and essential content typically taught in physical education programs. I CAN materials were designed to accommodate students functioning at a wide range of skill levels. Data presented in this report demonstrate the effectiveness with which I CAN-ABC has been implemented in school districts during 1985-88. Teacher performance data are reported and evaluated relative to the criteria used by the Joint Dissemination and Review Panel (JDRP). Student performance data were also collected and evaluated using the JDRP criteria. I CAN-ABC, when implemented as intended will result in at least 75 percent of students in mainstreamed and special physical education classrooms will demonstrate educationally significant improvement on at least 75 percent of the performance objectives targeted for instruction. (JD)

ED 309 199 TM 013 688

*Knol, Dirk L.*
Stepwise Item Selection Procedures for Rasch Scales Using Quasi-Loglinear Models. Project Psychometric Aspects of Item Banking No. 44. Research Report 89-3.
**Twente Univ., Enschede (Netherlands). Dept. of Education.**
PUB DATE- Apr 89
NOTE- 35p.
AVAILABLE FROM- Bibliotheek, Department of Education, University of Twente, P.O. Box 217, 7500 AE Enschede, The Netherlands.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Algorithms; Item Banks; *Latent Trait Theory; Mathematical Models; *Measures (Individuals); *Selection; Simulation; Statistical Analysis; Test Construction; *Test Items
IDENTIFIERS- Item Parameters; *Iterative Models; Log Linear Models; Multidimensional Models; Rasch Model; *Rasch Scaled Scores; Unidimensionality (Tests)

Two iterative procedures for constructing Rasch scales are presented. A log-likelihood ratio test based on a quasi-loglinear formulation of the Rasch model is given by which one item at a time can be deleted from or added to an initial item set. In the so-called "top-down" algorithm, items are stepwise deleted from a relatively large initial item set, whereas in the "bottom-up" algorithm items are stepwise added to a relatively small initial item set. Both algorithms are evaluated through a simulation study with generated data. Item parameters are given for four generated unidimensional data sets and two generated two-dimensional sets. Abilities were randomly sampled from a multivariate normal distribution with a sample size of 1,000. Results for the top-down algorithm were poor, but results for the bottom-up algorithm were more encouraging. It is suggested that alternating the bottom-up algorithm with one or two iterations of the top-down algorithm would allow the procedure to reject items that were added incorrectly in a previous step. Eight tables illustrate the item parameters and the use of both algorithms for the generated data. (SLD)

ED 309 226 UD 026 891

# Business Response to Education in America. A Study Conducted among the Largest U.S. Companies.

Lieberman Research, Inc.
SPONS. AGENCY- Time, Inc., New York, N.Y.
PUB DATE- 89
NOTE- 150p.; Research was co-sponsored by Fortune Magazine and Allstate Insurance.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *Administrator Attitudes; Administrators; Business; Comparative Education; *Corporate Education; Corporate Support; *Education Work Relationship; Elementary Secondary Education; Futures (of Society); Industrial Training; *Labor Force Development; Postsecondary Education; *Public Education; Questionnaires; School Business Relationship; Surveys
IDENTIFIERS- *Chief Executive Officers; England; *Fortune 500; United States; USSR

The study examines how senior executives in America's largest corporations feel about the public education system and what they are doing or considering doing to help overcome the system's problems. Questionnaires were mailed to the Chief Executive Officers (CEOs) of the Fortune 500 industrial companies and the Fortune 500 service companies. The survey data are analyzed in the following ways: (1) for the total sample of 404 respondents; (2) by type of company; (3) by the size of market in which the company is situated; and (4) by comparison of the perceptions and behaviors of companies that are already experiencing hiring and "bottom line" problems with those of companies less affected. Summary findings include the following: (1) a large majority of CEOs in both industrial and service companies are highly critical of the American public education system; (2) 87 percent of CEOs are concerned or very concerned about the deterioration of the American public education system; (3) the 96 percent of America's largest companies report efforts to help the education system; (4) 84 percent of companies are involved in employee training and development programs; and (5) the strongest criticisms are registered by companies in larger rather than smaller markets. The appendices comprise the following: (1) background characteristics of corporate executives; (2) index for measuring the impact of the American public education system on a company; and (3) copies of the survey questionnaire and other mailing materials. (FMW)

ED 309 112 SO 020 021

*Schug, Mark C.*
Response to Paper III Economics in the Civics Curriculum. A Reaction to Andrew F. Brimmer.
PUB DATE- 6 Oct 88
NOTE- 6p.; Paper presented at the National Conference on the Future of Civic Education (Washington, DC, October 5-7, 1988). For related documents, see ED 302 474, ED 307 188, ED 307 192-193, ED 308 100-101, and SO 020 020.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Citizenship Education; *Civics; *Economics; *Economics Education; Educational Needs; Generalization; High Schools; *Instructional Improvement; *Instructional Innovation; Learning Theories; Relevance (Education); Teaching Methods
IDENTIFIERS- Economic Concepts

According to the document, Dr. Andrew Brimmer did an excellent job of identifying emerging economic concerns. Dr. Brimmer's characterization of economics as a tool kit can help young people examine important social questions using principles of economics as the tool for analysis. One way to build an economics tool kit is by placing more stress on the basic premises of economics. These premises can be thought of as a set of generalizations about economic behavior which students can use to analyze current concerns such as the economics of national health insurance or the economics of pricing natural resources. The tool kit should provide students with answers to their questions. Three values derived from the discipline of economics might be worthy of inclusion in a citizenship education program. These values are as follows: (1) individuals are responsible for their own actions; (2) private property builds freedom and personal responsibility; and (3) people should not impose unwanted costs on others. Conference participants were asked to examine the papers presented and identify examples of how the ideas could translate into good teaching or be developed into sound instructional material. More specific examples are needed to help translate these powerful new ideas into meaningful classroom instruction. (GEA)

ED 309 140 SP 031 116

*Fischetti, John; And Others*
The Summer Experiences of Two Model School/University Teacher Education Partnerships.
PUB DATE- Mar 89
NOTE- 22p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Anaheim, CA, March 2-5, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College School Cooperation; *Cooperative Planning; Higher Education; *Program Development; Secondary Education; Student Recruitment; *Student Teaching; *Summer Programs; Team Teaching

Secondary summer schools for student remediation and enrichment linked with university teacher education programs provide opportunities for rethinking and restructuring student teaching and staff development programs. Based on the experiences of two model programs, this paper centers on the collaborative planning and initiation of intensive teacher education prepracticum courses, clinical site student teaching environments, and follow-up courses held during a second summer following an academic year of intensive teaching. The joint recruitment and selection process, critical to both programs' success, is highlighted. Following summaries of both programs, discussion focuses on: (1) the opportunities and limitations of the summer portion of both programs; (2) roles that university faculty, teachers, and administrators played in summer teaching and coursework; (3) the importance of the cohort and teamed student teaching; (4) the joint planning processes required to initiate and maintain the programs; (5) the use of a second summer for students; and (6) implications for teacher educators of the summer school linkages. (JD)

ED 309 213 UD 026 872

*Gary, Lawrence E.; And Others*
Involvement of Black Fathers in Head Start. Final Report 1987.
**Howard Univ., Washington, D.C. Inst. for Urban Affairs and Research.**

SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, DC. Head Start Bureau.
PUB DATE- Sep 87
NOTE- 179p.
GRANT- 90-CD-0509
AVAILABLE FROM- Institute for Urban Affairs and Research, 2900 Van Ness Street, NW, Washington, DC 20008 ($5.00; $4.50 for ten or more).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Blacks; *Demonstration Programs; Early Childhood Education; *Fathers; *Parent Participation; *Parent Role; Program Evaluation; *Program Implementation; Questionnaires; Volunteers
IDENTIFIERS- *Project Head Start

This report evaluates the implementation of a demonstration model of a father-involvement component of Head Start programs in Washington (District of Columbia). Since well over 90 percent of the children in area Head Start programs are Black, the target group for this project was Black fathers. The following recommendations for program improvement are suggested: (1) review expectations of the component in view of parent needs and staff support and resources; (2) develop parent involvement programs that are more cognizant not only of male interests, but also of child, family, and marketplace needs; (3) continue the process of needs assessment by asking for continuous feedback from mothers and fathers; (4) involve more men and other community groups in Head Start operations as staff, advisors, or collaborators; and (5) increase pay and resources to Head Start staff. Statistical data are included on 11 tables. The appendices comprise the following: (1) a list of advisory committee members; (2) copies of needs assessment questionnaires for staff and parents; (3) a 158-item annotated bibliography; (4) a list of the Black Fathers Symposium Committee members; (5) a copy of the program from a conference, "Black Men in the Lives of Black Children" (Washington, D.C., September 20, 1986); and (6) a sample of a home-based science curriculum unit for children from birth to age three. A list of 26 references is also appended. (FMW)

ED 309 098                    SE 050 769

The Great Lakes.
**Federation of Ontario Naturalists.**
PUB DATE- 87
NOTE- 62p.; For related documents, see ED 288 702 and SE 050 769.
AVAILABLE FROM- Federation of Ontario Naturalists, 355 Lesmill Rd., Don Mills, Ontario M3B 2W8, Canada ($3.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Biological Sciences; *Conservation (Environment); *Environmental Education; Foreign Countries; Hazardous Materials; Instructional Materials; *Marine Education; *Pollution; Secondary Education; Secondary School Science; Wastes; Water
IDENTIFIERS- *Great Lakes

The Great Lakes are one of the world's greatest reserviors of fresh water, the foundation of Ontario's economic development, a primary force in ecological systems, and a base for pleasure and recreation. These lakes and their relationship with people of Canada and the United States can be useful as a subject for teaching the impact of human activity on freshwater ecosystems. This issue of "Seasons" is devoted to the topic of the Great Lakes. Articles included address: (1) the geologic history of the region; (2) the ecology of the region; (3) shoreline ecology; (4) the status of the pollution situation in the lakes in 1989; (5) pollution threats to human activity; (6) organizations devoted to protecting the lakes and associated areas; and (7) how humans cope with the environment surrounding the lakes. A directory of organizations can be found at the end. (CW)

SO

ED 309 127 SO 020 074

*Keys, Charlotte; And Others*
Getting Acquainted: Thinking about the Soviet Union. Elementary Teaching Activities: Days of Dialogue, 1986.
**Educators for Social Responsibility, Cambridge, MA.**
PUB DATE- 86
NOTE- 78p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Controversial Issues (Course Content); *Critical Thinking; Cross Cultural Studies; Cultural Activities; *Cultural Awareness; Cultural Education; Cyrillic Alphabet; Educational Resources; Elementary Education; Foreign Countries; Learning Activities; *Negative Attitudes; Russian; *Social Bias
IDENTIFIERS- *Soviet Studies; *USSR

This guide is designed to replace the ignorance, misinformation, and negative stereotypes that many students hold about the Soviet Union and its peoples with a reasoned and rational outlook based on critical thinking and class activities. The introduction to these activities provides background and a rationale for teaching about the Soviet Union. The first section of the activities, "Raising Questions...Gathering Information," contains 11 group activities to stimulate thinking; find out what students know; and examine assumptions, perceptions, and information, and their sources. The second section, "More to Explore," contains 19 activities to motivate further study and to provide some background in Soviet history, language, and culture. Examples of the Soviet calendar, the cyrillic alphabet, and maps of the Soviet Union are included. A "Teachers Fact Sheet" of general information on the Soviet Union, a list of 19 recommended resources (organizations and publications), and the "Cheeverwood" cartoon series (M. Fry) on student's attitudes about the Soviet Union are also provided. (PPB)

ED 309 172 SP 031 335

*Wessel, Janet A.; And Others*

Improving Teaching and the Quality of Instruction. Project I CAN-Achievement Based Curriculum (ABC) Report: A National Diffusion Network Exemplary Physical Education Program.

PUB DATE- 88
NOTE- 38p.; For related documents, see SP 031 334 and 031 336.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adapted Physical Education; *Curriculum Development; Elementary Secondary Education; *Evaluation Methods; *Mainstreaming; *Motor Development; *Physical Education; *Psychomotor Skills
IDENTIFIERS- *I Can Achievement Based Curriculum; National Diffusion Network

The I CAN-Achievement Based Curriculum (ABC) program was designed to improve teaching and the quality of basic motor skill instruction in the subject area of physical education, the instructional levels of elementary through secondary, and for all children (handicapped and nonhandicapped) in mainstream and/or special education settings. The project is particularly designed to foster the design and implementation of an outcome-based measurement system (testing), direct instructional practices, and instructional resource materials to accommodate students functioning at a wide range of levels (zero competency to advanced). This report addresses the purpose; claims of effectiveness and the need for the program; outlines the project's plan of operation; and describes the I CAN-ABC training program design, and Leadership Training Resources for cost effective quality school adoptions. (JD)

ED 309 186 TM 013 657

*Kogut, Jan*
Asymptotic Distribution of an IRT Person Fit Index. Project Psychometric Aspects of Item Banking No. 38. Research Report 88-13.
**Twente Univ., Enschede (Netherlands). Dept. of Education.**
PUB DATE- Nov 88
NOTE- 41p.
AVAILABLE FROM- Bibliotheek, Department of Education, University of Twente, P.O. Box 217, 7500 AE Enschede, The Netherlands.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Ability; Computer Simulation; Foreign Countries; *Item Banks; *Latent Trait Theory; Test Construction; *Test Items
IDENTIFIERS- Aberrance; *Asymptotic Distributions; *Person Fit Measures; Rasch Model; Residuals (Statistics); Subtests

The distribution of a certain item response theory (IRT) based person fit index to identify systematic types of aberrance is discussed. For the Rasch model, it is proved that: (1) the joint distribution of subtest-residuals (the components of the index) is asymptotically multivariate normal; and (2) the distribution of the index is asymptotically chi-square. The parameters of these asymptotic distributions depend on whether ability of a person is known or estimated. Furthermore, the rate of convergence to the asymptotic distribution of the subtest-residuals is analyzed. In order to verify the results for short tests, a simulation study was conducted. The hypothetical test was composed of 40 items designed according to the Rasch model. Four data tables and two graphs present the numerical data from the simulation. (Author/SLD)

ED 309 200 UD 026 823

Wisconsin State Plan for the Education of Homeless Children. Amended. Adopted by the Agency, June 16, 1989.
**Wisconsin State Dept. of Public Instruction, Madison.**
PUB DATE- Jun 89
NOTE- 74p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; *Disadvantaged Youth; Educational Legislation; Elementary Secondary Education; Federal Legislation; Federal Programs; *Homeless People; Program Administration; *Program Implementation; Social Services; State Federal Aid; State Programs; *Student Needs; Student Problems; Student Welfare
IDENTIFIERS- *Stewart B McKinney Homeless Assistance Act 1987; *Wisconsin

This state plan (amended, and adopted June 16, 1989) describes Wisconsin's programs to address the educational needs of homeless children and youth, as mandated by provisions of the Stewart B. McKinney Homeless Assistance Act of 1987. The plan is comprised of a preface and four sections. The preface reports that 17 counties have been targeted for immediate state action. The first section includes: (1) an introduction discussing McKinney Act requirements; (2) definitions of terms used in the plan; and (3) an index providing cross references between federal regulations and Wisconsin state plan provisions. The second section details state compliance with (1) McKinney Act requirements in the following categories: (1) public notice and opportunity to comment; (2) provision of educational programs for homeless children; (3) compulsory attendance; (4) educational standards; (5) school meals; (6) transportation; (7) pupil records; (8) data collection; (9) pupil discrimination; (10) school district compliance determination; and (11) resolution of disputes. The third section presents a timeline of nine major activities that led to the development of the Wisconsin state plan in 1989. The following documents are appended to comprise the fourth section: (1) text of the McKinney Act; (2) compulsory attendance statutes; (3) educational standards; (4) the compliance response form; (5) Chapter PI 1, Wisconsin Administrative Code; and (6) the interim report, final report, and revised final report. (AF)

ED 309 141 SP 031 117

*Fischetti, John; Aaronsohn, Elizabeth*
Cooperation Starts Inside Schools of Education: Teacher Educators as Collaborators.
PUB DATE- Mar 89
NOTE- 14p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Anaheim, CA, March 2-5, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Faculty; *College School Cooperation; *Collegiality; Elementary Secondary Education; Higher Education; Interaction Process Analysis; *Interpersonal Communication; Schools of Education; *Teacher Educators

This paper explores the habits of isolation that teacher educators bring from previous lives as teachers, administrators, and students who have been part of typically individualistic and competitive K-12, undergraduate, and graduate schooling. The paper also addresses the lack of communication inside teacher education programs that isolates the instructors, teaching assistants, supervisors, and cross-campus department advisors. It is noted that reckoning with these issues is crucial to successful work in collaborative partnerships and that it is important that teacher educators address the stereotype of the "ivory tower" and the embarrassment of disparagements of teacher education curriculum as being too remote from the practical reality of the classroom. There is a need to conduct honest dialogue about the tension between teacher educators and school people, in which school personnel see themselves as dealing with reality and see teacher educators as inhabiting a scholastic retreat from practical problems. (JD)

ED 309 156 SP 031 308

*Moore, Barbara McGregor*
Descriptions of Induction Programs.
PUB DATE- Mar 89
NOTE- 32p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrator Attitudes; *Beginning Teachers; Elementary Secondary Education; Mentors; *Program Effectiveness; *Social Support Groups; *Teacher Attitudes; Teacher Evaluation; *Teacher Orientation; Teacher Placement
IDENTIFIERS- *Beginning Teacher Induction

Following a presentation of background information on studies about teacher induction in general, this paper describes four different teacher induction programs. All four programs used veteran teachers as support teachers for the beginners. These support teachers were referred to as mentors, helpers, coaches, and consultants. One of the goals of the first program was to improve beginning teachers' instructional performance by providing a more thorough first-year evaluation. Three full time consultants assisted and evaluated 47 first-year teachers. Regular observations and consultations were conducted and the consultants did both formative and summative evaluations. In the second program, the Assessment Program, three fulltime helping teachers met with 26 first year teachers at least once a week and observed, offered unofficial feedback, consulted and conferenced with them. They also provided demonstration lessons. In the Assistance Program, three mentor teachers were assigned to 30 beginning teachers. This program was less than successful because the mentors had only one day of released time each month and the beginning teachers were inclined to seek help from teachers more easily available. The fourth program, the Staff Development Program, had as its major goal credential training for 31 math and science teachers. The program offered the assistance of six coaches only to beginning teachers who requested one. Concerns of participants in these programs are discussed. (JD)

ED 309 227 UD 026 893

*White, Michael J.; Mueser, Peter R.*
Changes in the Demographic Determinants of U.S. Population Mobility, 1940-1980.
**Urban Inst., Washington, D.C.**
SPONS. AGENCY- National Inst. of Child Health and Human Development (NIH), Bethesda, Md. Center for Population Research.
PUB DATE- Nov 88
NOTE- 43p.
GRANT- HD18739
AVAILABLE FROM- The Urban Institute, 2100 M Street, NW, Washington, DC 20037.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Age Differences; Census Figures; Demography; *Educational Attainment; Evaluation Methods; *Homeowners;

Influences; *Migration Patterns; Place of Residence; *Racial Differences; *Relocation; *Sex Differences; Trend Analysis

This report simultaneously examines alternative mobility decisions and changes in the demographic determinants of residential mobility over the period 1940-80. Alternative mobility decisions are defined as the choice to move locally, to migrate within a state, or to migrate between states. Determinants of mobility include age, race, sex, and educational attainment. A polychotomous multivariate model of mobility was used to analyze data drawn from the public use microdata samples (PUMS) of the decennial censuses of 1940, 1960, 1970, and 1980. Conclusions include the following: (1) educational attainment promotes migration, but not local mobility; (2) the influence of education declines with age up to age 30; (3) blacks are less mobile and migratory than the rest of the population; (4) there is no discernible time trend in racial differentials; (5) females are slightly more locally mobile than males and less migratory with no apparent time trend; and (6) home ownership has a stronger limiting effect on migration than on local mobility. Statistical data are included on five tables. A list of 42 references and three tables of statistical data on geographic mobility by age, education, and race are appended. (FMW)

ED 309 113 SO 020 022

*Sneed, Joseph D.*
Micro-Economic Models of Problem Choice in Basic Science.
PUB DATE- 15 Aug 87
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Evaluation Criteria; Input Output Analysis; Needs Assessment; *Research Administration; *Research Design; Researchers; *Resource Allocation; Resources; Sciences; *Scientific Research; Systems Analysis; Values
IDENTIFIERS- *Microeconomics

Certain representations of basic scientific knowledge can be coupled with traditional micro-economic analysis to provide an analysis of rational research planning or agenda setting in basic science. Research planning is conceived of as a resource allocation decision in which resources are being allocated to activities directed toward the solution of basic scientific problems. A structuralist representation of scientific knowledge will be employed to provide a relatively precise characterization of a basic scientific problem. The main thrust of the analysis consists in describing various ways in which values enter into those decisions. Distinction is made between internal and external values operating in these decisions. The discussion focuses on exploiting this representation of knowledge in a manner which will illuminate the scientific value of solving certain basic problems. A micro-economic approach to the problem of resource allocation suggests that it may be fully understood in terms of values (or utilities) and probabilities attached to the solution of the problems by the decision makers. A bibliography of 12 items is included. (Author/PPB)

ED 309 173 SP 031 336

*Wessel, Janet A.; And Others*
I CAN Physical Education Curriculum Resource Materials: Primary through Secondary.

PUB DATE- 88
NOTE- 27p.; For related documents, see SP 031 334-335.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adapted Physical Education; Aquatic Sports; *Curriculum Development; Elementary Secondary Education; Mainstreaming; *Motor Development; *Physical Education; *Psychomotor Skills; *Resource Materials; Team Sports
IDENTIFIERS- *I Can Achievement Based Curriculum; National Diffusion Network

The I CAN primary and secondary phsycial education curriculum resource materials were developed, field tested, and published 1971-1979. The Achievement Based Curriculum Model, a systematic training process designed to assist teachers in using the I CAN database resource materials to improve the quality of teaching and instruction, was developed and field tested 1978-81. The I CAN-ABC was approved by the Joint Dissemination Review Panel for dissemination via the National Diffusion Network 1981-1991 as an exemplary physical education program. I CAN materials cover the essential skill content typically addressed in physical education for all children. The materials were designed to accommodate children functioning at a wide range of skill levels. These two features with the ABC process model allows I CAN-ABC to address the needs of all children, handicapped and nonhandicapped, in the mainstream and/or special education settings. In this report, the scope and format of the I CAN materials are described, including how teachers use these materials to implement the ABC Model. An overview of compatible curriculum resource materials for early childhood play and motor skills program is presented. (Author)

ED 309 187 TM 013 658

*van der Linden, Wim J.; Adema, Jos J.*
Algorithmic Test Design Using Classical Item Parameters. Project Psychometric Aspects of Item Banking No. 29. Research Report 88-2.
**Twente Univ., Enschede (Netherlands). Dept. of Education.**

PUB DATE- Mar 88
NOTE- 37p.
AVAILABLE FROM- Bibliotheek, Department of Education, University of Twente, P.O. Box 217, 7500 AE Enschede, The Netherlands.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Algorithms; Computer Simulation; Estimation (Mathematics); Foreign Countries; *Item Banks; *Latent Trait Theory; Linear Programing; Mathematical Models; *Test Construction; Test Theory
IDENTIFIERS- Alpha Coefficient; Classical Test Theory; Empirical Methods; *Item Parameters; *Rasch Model; Three Parameter Model

Two optimalization models for the construction of tests with a maximal value of coefficient alpha are given. Both models have a linear form and can be solved by using a branch-and-bound algorithm. The first model assumes an item bank calibrated under the Rasch model and can be used, for instance, when classical test theory has to serve as an interface between the item bank system and a user not familiar with modern test theory. Maximization of alpha was obtained by inserting a special constraint in a linear programming model. The second model has wider applicability and can be used with any item bank for which estimates of the classical item parameter are available. The models can be expanded to meet practical constraints with respect to test composition. An empirical study with simulated data using two item banks of 500 items was carried out to evaluate the model assumptions. For Item Bank 1 the underlying response was the Rasch model, and for Item Bank 2 the underlying model was the three-parameter model. An appendix discusses the relation between item response theory and classical parameter values and adds the case of a multidimensional item bank. Three tables present the simulation study data. (SLD)

ED 309 214 UD 026 875

*Semons, Maryann*
Ethnographic Depiction of a Multiethnic School: A Comparison to

Desegregated Settings.
PUB DATE- 31 Mar 89
NOTE- 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Cultural Awareness; Desegregation Effects; *Educational Environment; Ethnic Stereotypes; Ethnic Studies; Ethnography; High Schools; *Minority Group Children; *Multicultural Education; Personal Narratives; *School Desegregation; *Secondary School Students; Student Attitudes; Teacher Attitudes; Urban Schools

This report compares the findings of a recent ethnographic study of a multiethnic urban high school to some of the highlights of a series of ten-year-old ethnographic studies on court-ordered desegregated school settings. The study of the multiethnic urban school employed an ethnographic design whereby a participant-observer interviewed students over the course of an academic year in a high school where no one ethnic group predominated over the course of an academic year. Findings were compared to desegregated schools described in "Desegregated Schools: An Intimate Portrait Based on Five Ethnographic Studies," edited by Murray L. Wax. The following areas are discussed: (1) a school's acquisition of a spoiled identity, the result of a shift from white majority in a school to non-white majority; (2) the colorblind perspective, where the issue of racial differences was never raised by either teachers or students; (3) the natural progression assumption, which caused schools to expect that positive intergroup relations would develop without administrative interventions; (4) the modern paradox, wherein students may dislike contact with other ethnic groups but recognize the social necessity to learn to get along; and (5) the development of subgroups that cross racial and ethnic boundaries. Summary findings include the following: (1) the spoiled identity phenomenon should be expanded to include social class as well as racial composition in identifying the forces that collectively change the reputation of a school; (2) both the colorblind perspective and the natural progression asumption must be reexamined in the light of the more recent study; and (3) the more recent study found a more pragmatic attitude toward intergroup toleration as well as a desire to avoid ethnic stereotyping. Brief personal narratives and two tables of statistical data are included. A list of 15 references is appended. (FMW)

ED 309 099 SO 019 948

*Allen, Nancy J.*
Experience the Full Spectrum of Social Studies. World Cultures: Science, Reading, Mathematics, Art.
PUB DATE- 85
NOTE- 31p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Art; Class Activities; *Cultural Activities; *Cultural Education; *Educational Games; Elementary Education; Foreign Countries; *Learning Activities; Mathematics; Puzzles; Reading; Sciences; *Social Studies

This collection of 20 classroom activities, games, and problem sets has been revised over several years to fit the changing needs of students. They are designed to introduce students to world cultures through activity participation in the areas of science, reading, mathematics and art. The various cultures explored include: ancient Egypt, ancient Ireland, Scotland, Islam, Africa, ancient China, and ancient Korea. Critical thinking activities involving both syntheses and analysis are presented. Thirteen sources for additional materials are given. (PPB)

ED 309 128 SO 020 112

*Dolbear, F. Trenery, Jr.*
Software for Economics Statistics Courses.

PUB DATE- 12 Mar 88
NOTE- 39p.; Paper presented at the Annual Convention of the Eastern Economic Association (14th, Boston, MA, March 10-12, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Other/Miscellaneous (Not Classifiable Elsewhere) (999) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Software; *Economics; *Economics Education; Higher Education; *Instructional Improvement; Instructional Innovation; Microcomputers; Regression (Statistics); *Statistics
IDENTIFIERS- Apple Macintosh; Stat Helper

Three aspects to be considered when teaching a one-semester beginning economics statistics course are coverage, mastery, and applications. There is a difference between coverage and mastery. Moreover, mastery is not an end in itself; instructors must consider how statistics courses will influence students' approaches to other subjects and applications. In principle, computer activities can be designed and implemented to improve any and all of these three goals. The HyperCard software for the Macintosh computer should result in an important advance in the interface between computer and user. This will be valuable for tutorial programs. Cognitive scientists are designing software which analyzes student solutions to standard problems by inferring a student's intentions from the details of her/his solution and then offering diagnostic assistance. Programs like "Stat Helper" (briefly discussed) for the Macintosh allow students to interact with the computer in solving a variety of problems. Students can learn about regressions better through hands-on experience on personal or mainframe computers. Computer experiments can exhibit a variety of points about regression applications. Computers can expand coverage and make applications more accessible to the average student. Students must develop some sense about what questions regressions can and cannot be expected to answer. Four examples, including graphs and statistical data, are given: automobile weight and fuel mileage, polynomial (quadratic), omitted independent variable, and logarithmic relationship. Nine references and numerous tables and graphs are provided. (GEA)

*Butler, E. Dean; Smith, Dennie L.*
A Study of Factors Associated with Fifth-Year Teacher Interns' Concerns, Problems, and Stress.
PUB DATE- Mar 89
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Anxiety; *Beginning Teachers; *Developmental Stages; Elementary Secondary Education; Grade Point Average; Self Esteem; *Stress Variables; *Teacher Characteristics; *Teacher Interns; *Teacher Orientation
IDENTIFIERS- Alternative Teacher Certification

Fuller's theoretical model of concerns was the conceptual framework used in studying concerns, problems, and stress levels of three cohorts of interns undergoing transition into teaching. Independent variables examined included undergraduate grade point averages, subject area specializations, age, and personality. Subjects were fifth-year beginning teachers seeking licensure through a non-degree alternative program. All completed a year-long internship in public schools. Concerns data were obtained in summer, fall, and spring; weekly problems and stress were observed at four times during the school year. Concern levels were statistically different at various points in time with self-concerns high in the summer and management concerns most evident in the fall. Impact concerns generally increased in the spring semester. Variations found between the three cohorts are attributed to program modifications and increased induction support emerging over the three year period. Some differences were found among concern levels according to age, undergraduate grade point averages, subject areas taught, and personality factors. No differences were noted for stress levels and weekly problems. The findings support the idea that the year-long internship and transition support can be effective in assisting beginning teachers in moving through the developmental stages of learning to teach. (Author)

*Cardenas, Jose A.; And Others*
The Undereducation of American Youth.
**Intercultural Development Research Association, San Antonio, Tex.**
SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- 10 May 88
NOTE- 33p.
AVAILABLE FROM- Intercultural Development Research Association, 5835 Callaghan Road, Suite 350, San Antonio, TX 78228 ($6.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
*PUB TYPE- Numerical/Quantitative Data (110) Reports -* Research/Technical (143)
DESCRIPTORS- American Indians; Asian Americans; Black Youth; Census Figures; Dropout Rate; *Educational Attainment; English (Second Language); Enrollment Rate; *Geographic Distribution; Hispanic Americans; Minority Group Children; *Out of School Youth; Pacific Americans; *Poverty; *Racial Differences; Secondary Education; *Sex Differences; State Surveys; Statistical Analysis; Trend Analysis; Whites
IDENTIFIERS- Census 1980

Trend data show that while the numbers and proportions of undereducated youth are falling, undereducation in the eighties, especially among minority youth, is considerable and persistent.

This study uses a population-based definition of undereducation for which trend data are available for Whites and Blacks, beginning in 1967, and for Hispanics in 1973. Undereducated youth are youth, ages 16 to 24, who were not enrolled in school between February 1 and April 1, 1980, and had not completed 12 years of schooling. The study is part of an on-going analysis of the information on young people in the 1980 Census in the context of trend data through 1985. Each of the following analyses of undereducated youth is succinctly reported, using tables, graphs, and brief text, and entitled: (1) Gender; (2) Racal/Ethnic Groups; (3) Place of Birth; (4) Language Background; (5) Poverty Level; (6) Poverty and Race/Ethnicity; (7) Place of Birth and Language; (8) Comparing Years of Schooling; (9) Levels of Schooling and Race/Ethnicity; (10) Status in the Labor Force; (11) Comparing the States; (12) Numbers by State; (13) Rates by State; (14) Asian and Pacific Island Youth; (15) Undereducation Rates in the States; (16) Black Youth: Undereducation Rates in the States; (17) Hispanic Youth: Undereducation Rates in the States; (18) Native American Youth: Undereducation Rates in the States; (19) White Youth: Undereducation Rates in the States; and (20) White Language Minority Youth: Undereducation Rates in the States. Terms used in the analyses and two key tables of statistical data on out-of-school youth are appended. (FMW)

ED 309 100 SO 019 961

*Gans, Curtis B.*
Socialization and Participation: A Research Agenda for the 21st Century.
PUB DATE- 7 Oct 88
NOTE- 14p.; Paper presented at the Conference on Citizenship for the 21st Century (Washington, DC, October 5-7, 1988). For related documents, see ED 302 474, ED 307 188, ED 307 192-193, ED 308 101, and SO 019 962.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Alienation; Apathy; Child Development; *Citizen Participation; *Citizenship Education; Civics; Elections; Elementary Secondary Education; Futures (of Society); Mass Media Effects; *Political Attitudes; Politics; Research Proposals; *Social Action; *Socialization; *Student Attitudes; *Voting
IDENTIFIERS- Voting Behavior

If one counts both the mid-term and presidential elections, the United States has had the lowest voter turnout of any democracy in the world. In the 1986 election, only 16.6% of the eligible 18-24 year olds voted, and although final census surveys for that year are not yet published, it is unlikely that the turnout for that age group would have risen to a level of more than 30%. While in the 1970's the dominant attitude of non-voters was alienation, studies show the current attitude seems to be indifference. This poses a distinct danger for U.S. democracy in the future. Research is needed on child development and socialization, and on curricula and stimuli throughout the child's formative years. Research is also needed to determine the cause of the embarrassingly low percentage of participation by young voters in the electoral process, and what sets them apart from that much larger group that declines to participate. The effects of television on the perceptions and knowledge structure of students should also be reviewed. Regardless of the attempts made by educators in addressing these problems, until the nation addresses some of the larger issues of the political framework, such as ethical standards in politics and the obfuscatory nature of election campaigns, educators will have little impact on the system or on the students. The paper also includes a three page dialog among graduating seniors on the nature of good citizenship. (PPB)

ED 309 142                                    SP 031 128

*Million, Steven K.*
Demystifying Teacher Evaluation: The Multiple-Strategies Model Used as an Assessment Device.
PUB DATE- Nov 87
NOTE- 15p.; Paper presented at the Annual Meeting of the National Council of States on Inservice Education (San Diego, CA, November 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Classroom Environment; *Classroom Techniques; Content Validity; Elementary Secondary Education; *Evaluation Methods; *Instructional Development; Learning Strategies; Lesson Plans;

Student Evaluation; *Teacher Evaluation; *Teaching Methods
IDENTIFIERS- *Multiple Strategies Model for Effective Teaching
A system of evaluation which generates copious information with minimal demands on teachers and administrators can improve the quality of teacher assessment while lowering the tensions associated with the process. Multiple-Strategies Model for Effective Teaching is made up of 10 component parts. Each component represents an element in a framework upon which effective instruction can be built. Based on teaching effectiveness research and classroom practice, the model has proven effective in training and retraining teachers and is now proving highly useful as an inservice teacher evaluation device. Because the model prescribes several specific elements such as objectives, justification, and evaluation, teachers can retain the plans in which these elements are designated as evidence that they are using the preferred system on a regular basis. When the model is used as a standard, the assessor can suggest that a teacher focus greater attention on a particular area. When teachers meet or exceed the standard, they can be rewarded appropriately; if they fail to reach the standard, they can be directed toward specific improvement based on the model. The components covered in the model are: (1) classroom climate; (2) opening lessons; (3) instructional objectives; (4) justification of content; (5) selection of content; (6) teaching strategies; (7) review of material; (8) lesson evaluation; (9) student achievement evaluation; and (10) classroom management. (JD)

ED 309 228 UD 026 895

*Levy, Frank; Michel, Richard C.*
Education and Income: Recent U.S. Trends.
**Urban Inst., Washington, D.C.**
PUB DATE- Dec 88
NOTE- 70p.; Paper prepared for the Joint Economic Committee of the U.S. Congress.
AVAILABLE FROM- The Urban Institute, 2100 M Street, NW, Washington, DC 20037.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Age Differences; Business Cycles; College Graduates; *Economic Factors; Economic Research; Elementary Secondary Education; Females; Higher Education; *Labor Needs; *Labor Supply; Males; *Outcomes of Education; *Wages
IDENTIFIERS- *Macroeconomics

This paper examines the growing college premium for younger men and the earnings patterns for other groups that developed between 1973 and 1987. At first glance, the rapidly increasing college premium for young men seems to confirm several frequently cited economic trends, including a massive restructuring of the economy that displaces all less educated workers into low-paying jobs and the devaluation of a high school diploma due to the deterioration of public education. However, a review of earning trends for all groups of workers suggests the influence of the following forces on wage trends: (1) shifts in the demand for different kinds of labor; (2) shifts in the supply of different kinds of labor; and (3) macroeconomic forces which determine the underlying trend in wage growth. The economic stagnation of the 1973-1987 period explains the slow growth of all earnings. However, most movements in relative earnings were not driven by changes in the supply of different kinds of labor. The earnings of older men and women performed better than those of younger workers because and demand for younger workers decreased during periods of adjustment in manufacturing employment. Much of the continued slow growth in wages reflects the sustained low growth in productivity which reflects our ability to educate workers. Statistical data are included on six graphs and eight tables. The appendices comprise discussions of the effects of alternative price deflators on real income and testing for the significance of earnings differences. (FMW)

ED 309 114 SO 020 023

*Davis, Ann*
Philosophers and the Abortion Debate: Coming to Terms with the Criticism.
**Colorado Univ., Boulder. Center for Values and Social Policy.**
PUB DATE- 85
NOTE- 37p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143)
DESCRIPTORS- *Abortions; *Ethics; *Moral Issues; Moral Values; *Philosophy
IDENTIFIERS- *Philosophers; *Philosophical Research

Philosophers have paid comparatively little attention to the general criticism of the first generation of secular philosophical work on abortion, and by failing to do so have not come to terms with the criticism of some of the substantive and methodological presuppositions that generally guide philosophical work in applied ethics. To understand why philosophers' work on abortion has been so widely criticized, it is helpful to consider the place of applied ethics within the context of 20th century philosophy. Moral philosophy was not highly regarded in the post-World War II years by the criteria of the logical positivists, who required that philosophy be empirically verifiable or logically certifiable. These positivist prejudices linger both within philosophy and without. Also, the pursuit of applied ethics is viewed by some as being economically or opportunistically motivated, which casts aspersions on its contents. The motivations behind individual stances on the abortion issue clouds the philosopher's position as well. An investigation of the criticisms on the methods and language that philosophers have employed in discussing abortion reveals what are considered by some to be salient flaws within the corpus of these works, such as the difficulty in establishing the concept of fetal personhood. If the second generation of philosophical work on abortion is to do more than amplify or codify the wisdom of the first, they will have to come to grips with the criticisms and the motivations of those criticisms that have been leveled against the current philosophical work on abortion. (PPB)

ED 309 174 SP 031 345

*Cottrell, Randall R.; Gutting, Jane M.*
Teaching Personal Health: An Inservice Model for Graduate Assistants.

PUB DATE- 86
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Graduate Students; *Health Education; Higher Education; *Inservice Teacher Education; *Teacher Effectiveness; *Teaching Assistants; *Teaching Methods

This article describes the development, implementation, and evaluation of a 1-week inservice program for graduate students teaching a course entitled "Personal Health" at the University of Oregon. The survey course covers issues relevant to the college-age population, and its purpose is to provide students with the knowledge and skills needed to make healthy lifestyle decisions. The inservice training for the graduate students who teach the course focuses on a good knowledge of the course content and good teaching methods. (JD)

ED 309 188 TM 013 659

*van der Burg, Eeke; de Leeuw, Jan*

Nonlinear Canonical Correlation Analysis with k Sets of Variables. Research Report 87-8.

**Twente Univ., Enschede (Netherlands). Dept. of Education.**
PUB DATE- Dec 87
NOTE- 44p.
AVAILABLE FROM- Mediatheek, Department of Education, University of Twente, P.O. Box 217, 7500 AE Enschede, The Netherlands.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Correlation; Foreign Countries; Generalization; *Multivariate Analysis; Statistical Analysis
IDENTIFIERS- Nonlinear Transformations; Optimal Scaling; *OVERALS Technique; Variables

The multivariate technique OVERALS is introduced as a non-linear generalization of canonical correlation analysis (CCA). First, two sets CCA is introduced. Two sets CCA is a technique that computes linear combinations of sets of variables that correlate in an optimal way. Two sets CCA is then expanded to generalized (or k sets) CCA. The formulation for the OVERALS technique fits well in the general tradition of "k" sets methods. The formulation is based on a minimization of the loss between object scores and canonical variates of all sets together, but is expanded with optimal scaling and the method of copies. Single and multiple transformations are discussed. The method is illustrated using data from an American consumer report giving the characteristics of 33 popular cars and 3 sets of data. Three tables and seven graphs present the data from the application study. (SLD)

ED 309 215 UD 026 876

*Ahmed, Feroz*
Infant Mortality in Washington, D.C.: A Study of Risk Factors among Black Residents.
**Howard Univ., Washington, D.C. Inst. for Urban Affairs and Research.**
PUB DATE- 87
NOTE- 103p.
AVAILABLE FROM- Institute for Urban Affairs and Research, 2900 Van Ness Street, NW, Washington, DC 20008 ($6.00; 10 or more, $5.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Birth Weight; *Black Mothers; *Blacks; Early Parenthood; *Individual Characteristics; *Infant Mortality; Infants; Mortality Rate; Neonates; Pregnancy; *Prenatal Influences; Statistical Analysis; Urban Areas
IDENTIFIERS- *District Of Columbia

This report examines the determinants of the high level of infant mortality in Washington, D.C. Data were analyzed for 36,872 black resident single-delivery births occurring in the years 1980 through 1984, and 762 infant deaths occurring to these birth cohorts from 1980 to 1985. Findings were the following: (1) poor birthweight distribution among black residents, rather than high birthweight-specific mortality rates, was found to be mainly responsible for the high infant mortality rate; (2) low birthweight was found to be significantly associated with maternal age, marital status, educational attainment, socioeconomic status, prenatal care, complications during pregnancy, illness during the pregnancy, prior fetal loss, previous child death, total birth order, and interval between deliveries; (3) contrary to expectations, teenage mothers had the best pregnancy outcomes; (4) inadequate prenatal care and complications during pregnancy posed the greatest risk to black mothers; and (5) normal birthweight babies accounted for one-fourth of all black infant deaths. Statistical data are included on nine tables. The appendices comprise the following: (1) definitions and computations; (2) five supplemental tables of statistical data; and (3) a note on the quality of the statistical data. A list of 58 references is also appended. (FMW)

ED 309 129 SO 020 121

*Hutchens, Rex R.; Chilcott, John*
The Education of Cuban Women: An Analysis of the Politics of Gender.
PUB DATE- Mar 89
NOTE- 21p.; Some illustrations may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Educational Change; *Females; Foreign Countries; Ideology; Marxism; Political Attitudes; Revolution; Sex Discrimination; *Sex Fairness; Social Attitudes; Social Change; Social Influences; *Womens Education; *Womens Studies
IDENTIFIERS- *Cuba; *Cultural Change

In pre-revolutionary Cuba, social relations between the sexes evolved from the perception that the Spanish patrifocal family was the ideal to be pursued. Rules of social conduct were founded on fundamental sexual inequality. By the early 1960's the sexually egalitarian ideals of Marxism were politically, socially, and economically imposed upon this rigid traditional sexual ethos. The consequences of this phenomenon were decidedly conflictual and the process of amelioration became a prime focus of the revolutionary Cuban leadership which sought to restructure the school system and redefine the meaning of education. This paper focuses on the use of education as an agent of directed culture change in achieving sexual equality in post-revolution Cuba. In addition to fieldwork which included observation, visits to schools and workplaces, interviewing individuals and groups such as the Committee for the Defense of the Revolution, and administering an occupational preference questionnaire to 60 adolescents for the purpose of evaluating occupational preference as a function of sex, a thorough analysis of Cuban government documents such as those on the Federation of Cuban Women, textbooks, and the literature on Cuba in U.S. libraries was performed. The literature within the subdisciplines of anthropology and education and culture change

theory were reviewed in order to develop a model which could be used to analyze the fieldwork data. The model examines the place of women in four social arenas: socio-political action, schooling, work, and the family. Since the family remains a private domain, therefore, despite nearly 30 years of concerted effort, Cuba has had limited success in achieving sexual equality. Data are presented in graphs. A 12-item bibliography is included. (GEA)

ED 309 158 SP 031 311

*Nowacek, Jane; Saunders, Shari*
A Case Study of an Effective Teacher in a Suburban Mainstreamed Classroom.
PUB DATE- Mar 89
NOTE- 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Classroom Techniques; Elementary Education; Interaction Process Analysis; *Mainstreaming; Reading Instruction; *Teacher Effectiveness; *Teacher Student Relationship; Teaching Methods; *Teaching Styles

This tightly focused profile of an exceptionally able elementary school teacher includes background material on her youth and early years in teaching as well as an in-depth analysis of her teaching methods and relationships with students. Videotapes of her classroom performance and retrospective interviews were used to obtain information. An outstanding teacher in many areas of elementary education, she was particularly effective with mainstreamed children with reading difficulties. Eight themes were identified in her interactions with her students: (1) concepts made visually concrete; (2) frequent questioning; (3) student helpfulness to peers encouraged; (4) independent thinking praised; (5) self-concept of students promoted; (6) student responsibility for active participation in classroom encouraged; (7) structured rules and routines; and (8) nonverbal behavior used for maximizing instructional time and/or student attention. (JD)

TM

ED 309 175 TM 012 853

*Young, Beth; Tardif, Claudette*
Interviewing: Two Sides of the Story.
PUB DATE- Apr 88
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrators; *Biographies; *Decision Making; *Interviews; *Methods Research; *Personal Narratives; Qualitative Research; Researchers; *Research Methodology; School Administration
IDENTIFIERS- Researcher Subject Relationship

The interview process in qualitative research is discussed, based on the experiences of the two participants in a series of life-story interviews. The interviews were held during a pilot study for a doctoral project, and this account of the process is presented from the dual perspectives of the researcher-interviewer and of the interviewee, respectively. Both participants were female educational administrators. In the course of the pilot study, the participants met for a series of seven interviews, each lasting approximately 1 hour. The first six interviews occurred over a 3-week period. A key element of the interview process involved the charting of decision points in the life history. A decision flowchart was developed depicting the sequence of activities and choices that the interviewee had related. The chart was present at each session. The seventh interview occurred 2 months after the sixth interview. During the intervening period, the researcher analyzed the tapes and drafted a 4,000-word biography. This final validation interview was also a time for the two participants to discuss more fully their experiences as participants in the pilot study. Embedded in these reflections are technical and ethical issues related to life-story interviewing. Selected aspects of experiences in six initial interviews, supplemented by tapes, field notes, journal entries, a biography, and recollections, are the focus of the inquiry. (TJH)

ED 309 101 SO 019 962

*Langton, Stuart*
Citizen Participation and Citizenship Education in the 21st Century.
PUB DATE- 7 Oct 88
NOTE- 28p.; Paper presented at the Conference on Citizenship for the 21st Century (Washington, DC, October 5-7, 1988). For related documents, see ED 302 474, ED 307 188, ED 307 192-193, ED 308 101, and SO 019 961.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Citizen Participation; *Citizenship Education; *Citizenship Responsibility; Civics; *Educational Objectives; Elementary Secondary Education; *Participative Decision Making; *Relevance (Education); School Community Relationship; *School Role; Social Values; Voting

The belief in citizen participation, along with the values of liberty and equality, have shaped the U.S. character and are reflected in the nation's institutions and behavior. This participation is manifested by electoral participation, citizen action, citizen involvement, obligatory participation, volunteer service, and mutual self-help. To take refuge in commitment to one form of participation to the exclusion of others is shortsighted citizenship behavior because it weakens the system as a whole and limits an individual's impact to one arena. While citizenship participation and education are inextricably bound, the nation must be clear about what sort of society it has in mind as a goal before it can decide on the processes and functions of that educational system. The ultimate goal of citizenship education should be to engender within as many people as possible a willingness to participate in public life in a manner that combines reasonableness, fairness, tolerance, and respect. The key to unlock the capacity of youth for citizen participation is to encourage practices of democratic indoctrination, dialogue, and discovery. Schools of the 21st century must promote numerous opportunities for students to participate in the governance of the school, and the school must be more intimately connected to the people and social life of the community. Sixteen references conclude the paper. (PPB)

ED 309 115 SO 020 024

*Levine, Peter; Berg, Peter*
History in the Elementary School Classroom. Elementary Subjects Center, Series No. 2.
**Michigan State Univ., East Lansing. Inst. for Research on Teaching.**

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Feb 89
NOTE- 55p.
CONTRACT- G0098C0226
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Course Content; *Curriculum Research; Educational Change; *Educational History; Educational Objectives; *Educational Trends; Elementary Education; *Elementary School Curriculum; *History; *History Instruction; Social Bias; Social Studies; Teacher Education
IDENTIFIERS- *American Historical Association; National Council for the Social Studies

This paper summarizes the suggestions offered by investigative committees of U.S. historians from the 1880s to the present concerning the importance of studying history in public schools, what should be included, and how it should be taught. An integrative approach to learning, combining history with English and geography, as suggested in reports issued before the advent of social studies, has been the optimal choice. Since history's traditional role in the schools has always included the responsibility for inculcating citizenship, instructional strategies that encourage students to be aware of their own rights and responsibilities are favored and should have a multicultural, global perspective. An integrated approach that discards traditional notions of content, classroom time, subject differentiation, and teacher training--outlined both conceptually and by example--offers opportunities for exciting children's imagination and encourages enjoyment in learning. However, it makes very little difference in the long run what happens in the classroom if educational reform is not accompanied by a sincere questioning of how our society is structured and the values it promotes. (Author/PPB)

ED 309 143 SP 031 139

A Study To Determine the Most Effective Means of Implementing Career Ladder Level Assignments That Are Made on the Basis of Student Achievement in Addition to Other Bases Required by Law. As Reported by the State Board of Education. Submitted to the Governor, Lieutenant Governor, Speaker of the House, and the Seventy-First Texas Legislature.

**Texas Education Agency, Austin.; Texas State Board of Education, Austin.**

PUB DATE- Dec 88
NOTE- 105p.; Pages 58-77 of the appendixes contain light, broken type.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; *Accountability; *Career Ladders; Elementary Secondary Education; *Program Implementation; Teacher Effectiveness; *Teacher Evaluation; Teacher Promotion
IDENTIFIERS- *Texas

This study was conducted to determine the most effective means of implementing career ladder level assignments that are made on the basis of student achievement and other bases required by law in Texas. Part one consists of a research study focusing on research in teacher effectiveness, accountability, measurement and implementation concerns, and descriptions of programs throughout the country which include student achievement indicators in career ladder, teacher evaluation, and accountability systems. Part two is a description of the process used to gather information and involve professional organizations and national experts in the development of the study. The final part presents an analysis of three options to consider in the use of student achievement indicators as an additional component in career ladders: (1) the development of a local district career ladder component in student achievement; (2) the use of a state designed and mandated student achievement goal assessment process as an additional domain of the Texas Teacher Appraisal System; and (3) the use of statistical analysis techiniques with standardized achievement scores collected and analyzed for each student, to be used as a component in career ladder programs. (JD)

ED 309 189 TM 013 660

*van der Linden, Wim J.*
Applications of Decision Theory to Test-Based Decision Making. Project Psychometric Aspects of Item Banking No. 23. Research Report 87-9.
**Twente Univ., Enschede (Netherlands). Dept. of Education.**
PUB DATE- Dec 87
NOTE- 64p.
AVAILABLE FROM- Mediatheek, Department of Education, University of Twente, P.O. Box 217, 7500 AE Enschede, The Netherlands.

LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Bayesian Statistics; Classification; *Decision Making; Foreign Countries; Item Banks; Mastery Tests; Mathematical Models; Placement; Predictive Measurement; Problem Solving; Scores; Selection; Statistical Analysis; *Test Results; Test Theory
IDENTIFIERS- *Decision Theory; Sequential Testing

The use of Bayesian decision theory to solve problems in test-based decision making is discussed. Four basic decision problems are distinguished: (1) selection; (2) mastery; (3) placement; and (4) classification, the situation where each treatment has its own criterion. Each type of decision can be identified as a specific configuration of one or more of the following elements: a test that provides the scores on which the decisions are based; one or more treatments with respect to which decisions are made; and one or more criteria by which the successes of treatments are measured. For each type of decision, further restrictions or generalizations may hold, such as multivariate test scores, sequential testing, multiple criteria, multiple populations, and quota restrictions. In some applications, combinations of the basic types of decisions may occur. Samples of decision problems illustrate the optimization of the Bayes utility for each possible decision. Examples are given for selection decisions with linear utility, mastery decisions with threshold utility, placement decisions with normal-ogive utility, classification decisions with threshold utility, and combinations of basic decisions. Nine figures illustrate decision systems, and one table gives data for an application. (SLD)

ED 309 202 UD 026 827

Role of Federal Food Assistance Programs in Strategies To Reduce Infant Mortality. Hearing before the Domestic Task Force of the Select Committee on Hunger. House of Representatives, One Hundredth Congress, First Session.

**Congress of the U.S., Washington, DC. House Select Committee on Hunger.**

PUB DATE- 29 Apr 87
NOTE- 150p.; Serial No. 100-7.
AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Federal Aid; Federal Programs; Food; *Health Needs; Hearings; *High Risk Persons; Hunger; *Infant Mortality; Infants; Mothers; Nutrition; *Public Health; Rural Population; Urban Problems; *Welfare Services
IDENTIFIERS- Congress 100th; Food Stamp Program; *Infant Care; Medicaid; *Prenatal Care; Women Infants Children Supplemental Food Program

This document presents oral and written testimony concerning the effectiveness of federal assistance programs in reducing infant mortality. In opening statements, members of the House Select Committee on Hunger voiced their concern over the persistence of high infant death rates among minorities, the rural poor, and urban populations, despite national declines. The positive effect of such governmental interventions as the Special Supplemental Food Program for Women, Infants, and Children (WIC) was acknowledged to be limited due to insufficient federal funding. Marian Wright Edelman, president of the Children's Defense Fund (CDF), outlined CDF recommendations to ensure access to WIC, Medicaid, and other federal assistance programs for all who qualify for these benefits. Linda A. Randolph, director of the New York State Office of Public Health, described New York initiatives to combat infant mortality and low birth weight, but admitted that many needs remain unmet. J. Michael McGinnis of the U.S. Department of Health and Human Services reported that progress against infant mortality is slowing and that many infant health goals for the 1980s are unlikely to be achieved. Paul H. Wise of Harvard Medical School stated his view that progress in infant survival is entering a phase of increased vulnerability, calling for renewed nutrition programs for women and infants. The text of additional prepared statements and participant questions and answers are also included. (AF)

ED 309 229 UD 026 896

*Wehlage, Gary G.; And Others*
Reducing the Risk: Schools as Communities of Support.
REPORT NO.- ISBN-1-85000-531-1
PUB DATE- 89
NOTE- 275p.
AVAILABLE FROM- The Falmer Press, Taylor & Francis Inc., 242 Cherry
Street, Philadelphia, PA 19106-1906.
(ISBN-1-85000-530-3--hardcover--$42.00;
ISBN-1-85000-531-1--paperback--$18.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142) Reports -
Research/Technical (143)
DESCRIPTORS- Community Involvement; Demonstration Programs; *Dropout
Prevention; *Dropout Programs; Educational Environment; Group
Experience; *Group Membership; *High Risk Students; Persistence;
Program Descriptions; Relevance (Education); *School Effectiveness;

Secondary Education; Secondary Schools; Teacher Role; *Time on Task
IDENTIFIERS- Collaboratives

Effective schools provide at-risk students with a community of support that encourages school membership and educational engagement. This study describes effective dropout prevention programs, develops a generalizable, theoretical framework for understanding the relationship between at-risk students and their schools, and suggests local and state policy changes to improve schools. Data were gathered from site visits to 14 secondary schools selected on the basis of their successful dropout prevention programs. Key findings include the following: (1) successful schools created a supportive environment that helped students overcome impediments to membership and engagement; (2) impediments to engagement include absence of economic pay-off after graduation, a narrow conceptualization of learning, and a superficial curriculum; (3) successful programs matched student needs and problems, and took advantage of student interests and strengths; and (4) the teachers at successful schools accept a proactive moral responsibility for educating at-risk youth. Suggestions for improvement focus on encouraging alternatives for at-risk youth, the need for a systematic approach to school reform, and the establishment of community partnership strategies. Thirteen tables of statistical data and a chart illustrating the school factors involved in dropout prevention are included. The appendices comprise descriptions of the 14 schools studied and a discussion of the research methodology employed. An index and a list of 83 references are also included. (FMW)

ED 309 130 SO 020 128

*Ives, Edward D.*
A General Interview Guide.
**Maine Univ., Orono. Northeast Archives of Folklore and Oral History.**
SPONS. AGENCY- Maine Humanities Council, Portland.
PUB DATE- 87
NOTE- 22p.; Also sponsored by Champion International Corp.
AVAILABLE FROM- Sheldon Weiss Productions, Blue Hill Falls, ME ($2.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Folk Culture; Guidelines; Guides; *Interviews; Life Style; Older Adults; *Oral History; *Personal Narratives; *Social History
IDENTIFIERS- Interviewers

This guide is divided into 11 sections, each containing a number of questions and suggestions for conducting successful folklore and oral history interviews. Section 1, "Settlement and Dwellings," deals with the physical environment, local inhabitants, houses and outbuildings, and public buildings. Section 2, "Livelihood and Household Support," contains questions about local industry, crops, and women's work. Section 3, "Communications and Trade," addresses travel by land, air, and water; spreading news and information; and business and commerce. Section 4, "The Community," deals with people, work, clothes, social intercourse, family relationships, religion, education, fire fighting, and legal administration. Section 5, "Human Life," looks at birth, marriage, death, and the return of the dead. Section 6, "Nature," explores beliefs about the sky, the atmosphere, plants, birds, mammals, fish, insects, and snakes. Section 7, "Medicine," addresses doctors, dentists, non-professional medical help, home remedies and treatment, and veterinary medicine. Section 8, "Time," examines the seasons and holidays. Section 9, "Entertainment: Sports and Pastimes," deals with games, music, dancing, storytelling, reading, phonographs, radio, and television. Section 10, "Personal Comments," allows interviewees to add their own opinions or speculations. Section 11, "Historical Tradition," questions what interviewees consider to be historically significant in their local area. This guide has a clear orientation toward interviewing older people in a rural setting about how things used to be. Questions can be adapted to suit other needs. (GEA)

ED 309 216 UD 026 877

Dialogue for Change. Options for Re-Structuring K-12 Education. 3rd Edition, 1988.

**Metropolitan Affairs Corp., Detroit, MI.**

PUB DATE- 88

NOTE- 46p.

AVAILABLE FROM- Metropolitan Affairs Corporation, 660 Plaza Drive, Suite 1900, Detroit, MI 48226-1822.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Competency Based Education; Educational Change; Educational Research; Educational Vouchers; Elementary Secondary Education; Magnet Schools; Models; Open Enrollment; Parent Participation; *Professional Autonomy; *School Choice; *Teacher Role

IDENTIFIERS- Empowerment

This Third Edition of the 1985 report, "Dialogue for Change," discusses options and examples of educational choice and teacher empowerment and summarizes developments between 1985 and 1987. The following key options are discussed in Chapter 1, "Proposed Options for Change": (1) magnet schools; (2) open enrollment; (3) purchase of services; (4) competency based requirements; (5) two-tier administration; (6) site-managed schools; and (7) school building sharing. Other implications of the options and the concept of teacher as professional are also discussed. Each option includes a discussion of background issues and examples of the option in practice. Chapter 2 is called "Options for Change: Two Updates." The 1985-86 update discusses the following issues: (1) the need for educational change; (2) greater education choice for parents and students; (3) educational excellence and economic development; (4) teachers as professionals and entrepreneurs; and (5) competency testing for students. The 1987-88 update discusses the following topics: (1) general public interest in public school choice; (2) state and federal government responses; (3) new research on existing choice programs; and (4) the role of the private sector in promoting the concept. A list of 56 references, an executive summary of Chapter 1, and a six-item bibliography of Metropolitan Affairs Corporation publications are included. (FMW)

ED 309 159 SP 031 312

*Martin, Giselle O.*
Factors That Are Associated with Change in Teachers' Use of New Materials and Teaching Strategies.
PUB DATE- Mar 89
NOTE- 39p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Change Strategies; *Institutes (Training Programs); Institutional Cooperation; International Education; Learning Strategies; *Summer Programs; Teacher Attitudes; *Teacher Response; *Teaching Methods

Selected findings are presented of a 2-year evaluation study of the impact of three different staff development summer institutes on the use of new teaching materials and interactive strategies by 96 teachers. The purpose of the study was to explore some of the individual and organizational factors that are associated with the adoption of new teaching practices. Change was measured in terms of teachers' self-reported degree of use of international education materials, degree of use of interactive teaching strategies, interest in learning or improving their knowledge of interactive teaching strategies, and perceptions of competence on the use of new materials and teaching strategies. The individual factors examined included: (1) gender and grade level taught; (2) degree of previous experience with and/or interest in learning or using international education materials and/or interactive teaching strategies; and (3) perceived competence in these areas. Organizational factors analyzed included: (1) existant support structure for the teacher implementing change, as measured by the existence of school and/or district teams working together to implement international education programs; (2) teachers' perception of support; and (3) number of contact hours in the training programs. Analysis of the data confirmed the power of organizational linkages between the teachers, the school and the resource center as factors that support change. Teachers' perceptions of competence with regard to the use of international education materials and strategies appeared to be an important factor in understanding their internalization of innovations introduced by this program. (JD)

ED 309 176 TM 013 539

*Thompson, Chalmer E.; Sedlacek, William E.*
An Evaluation of Research Training: The Testing, Research, and Data Processing Unit of the University Counseling Center. Research Report #5-88.
**Maryland Univ., College Park. Counseling Center.**
PUB DATE- 88
NOTE- 29p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Assistantships; *Counseling; Graduate Students; *Guidance Centers; Higher Education; Program Evaluation; Psychology; *Research Assistants; Researchers; Research Methodology; Research Skills; Student Attitudes; Student Personnel Services; *Training Methods
IDENTIFIERS- *Research Training; *University of Maryland College Park

The relative contributions of a research assistantship experience to graduate training programs in counseling psychology and student personnel were evaluated. The following areas were assessed: (1) the extent to which research competencies are enhanced among former research assistants; (2) the extent to which attitudes toward research are enhanced among former research assistants; and (3) the variables within the assistantship that are associated with positive attitudes toward research and increased research productivity. Subjects were 53 former research assistants of the Testing, Research, and Data Processing Unit of the University of Maryland (College Park) Counseling Center. Of this total, 41 participants completed and returned a four-part survey, which included a personal background questionnaire, the Modified Environment Inventory, a critical incidents item, and the skill competency inventory. With respect to research participation and productivity, 32% of the respondents indicated that they had published one or two journal articles in the past 2 years, and 37% indicated that they had presented 1 to 5 scholarly papers at conferences during this period. Respondents tended to have favorable attitudes toward research and generally agreed that their experiences as research assistants had enhanced their competencies as researchers. Respondents felt most competent in collaborating with colleagues on research and in scholarly presentations at meetings. Recommendations are provided based on the study's findings. Five tables present the findings. (Author/SLD)

ED 309 102 SO 019 967

*Spohn, William A.*
A Look Back at Project Social Studies.
PUB DATE- 10 Mar 89
NOTE- 15p.; Paper presented at the Northeast Regional Conference for the Social Studies (Boston, MA, March 10, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College School Cooperation; Course Content; *Curriculum Development; Curriculum Evaluation; *Curriculum Research;

*Curriculum Study Centers; Educational Improvement; Elementary Secondary Education; Formative Evaluation; Postsecondary Education; *Social Studies
IDENTIFIERS- *Project Social Studies

From the initial invitation for proposals from the U.S. Department of Health, Education, and Welfare in 1962 until their end the reorganization of 1971, 16 "Project Social Studies Curriculum Centers" (PSSCC) existed at universities throughout the country. Social Studies programs came under fire from the educational reformers of the early 1960's. The activity-type social studies curriculum was viewed by some as too much play and not enough work. The PSSCC objectives were ambitious, reflecting both reforming zeal and naivete. Little is known about the administrative and organizational process the U.S. Office of Education used with the PSSCC. The result was a considerable degree of bureaucratic disorganization. The staffs of the centers in some ways determined the nature of the centers. The previous social studies curriculum development activities had not made such a conscious effort to combine the knowledge, skills, and experience of classroom teachers and university faculty. The materials and strategies produced represented the view points of a wider variety of scholars that had been true in previous attempts to write curriculum materials. The designs of the individual PSSCC organizational schema were practical and experimental, as were most of the developmental processes. Instructional strategies gave greater emphasis to decision-making and inquiry skills. While content objectives did not decrease in importance, the objectives of methods and strategies of the PSSCC were more process oriented. (PPB)

ED 309 116 SO 020 033

*Boonin, Leonard G.*
The University, Scientific Research and the Ownership of Knowledge.

PUB DATE- 85
NOTE- 20p.
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Business; Constitutional Law; Discovery Processes; Genetic Engineering; Government Role; Higher Education; *Intellectual Property; *Legal Responsibility; Patents; *Research and Development; *Researchers; Research Utilization; *Scientific Research; *Scientists; Universities
IDENTIFIERS- Knowledge; *Knowledge Control

The concept of owning knowledge is somewhat ethereal and until recently had little relevance to academic institutions. In principle any object that is capable of being controlled is capable of being owned. The most basic control concerns decisions about whether to communicate knowledge. The philosophical foundation which is the basis of the legal recognition of intellectual property in the United States is Article One, Section 8 of the U.S. Constitution, "Progress of Science and Useful Arts." Underlying the system is, as the U.S. Supreme Court has stated, "the conviction that encouragement of individual effort by personal gain is the best way to advance public welfare through the talents of authors and inventors." At issue is what kind of knowledge should have exclusive ownership rights, and under what conditions. Patent laws do not protect basic scientific discoveries but only the method for making practical use of them. While there may be some reasons for not recognizing proprietary rights in theoretical knowledge, one may suspect that the main arguments against such recognition relate to resulting complex administrative problems. The proprietary view of knowledge could have a very damaging effect both on the way scientists share information and on how topics are selected for research. The time has come when universities have to establish policies regulating the exploitation for personal gain of knowledge obtained while doing scientific research as a member of a university community. (PPB)

ED 309 144 SP 031 177

*Darling-Hammond, Linda; And Others*

# Redesigning Teacher Education. Opening the Door for New Recruits to Science and Mathematics Teaching.

**Rand Corp., Santa Monica, Calif.**
SPONS. AGENCY- Ford Foundation, New York, N.Y.
REPORT NO.- ISBN-0-8330-0957-5; RAND-R-3661-FF/CSTP
PUB DATE- Mar 89
NOTE- 143p.; For related documents, see ED 300 233 and SP 030 847.
AVAILABLE FROM- The RAND Corporation, Publications Dept., 1700 Main Street, P.O. Box 2138, Sanda Monica, CA 90406-2138 ($10.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Career Change; Elementary Secondary Education; Higher Education; *Mathematics Teachers; *Nontraditional Education; Preservice Teacher Education; *Program Development; Schools of Education; *Science Teachers; Student Characteristics; *Teacher Certification; *Teacher Recruitment

The supply of traditional school of education graduates must be augmented to meet the demand for science and mathematics teachers. This report examines recent programmatic responses to breaking down institutional barriers. In most instances examined, special programs were designed to prepare mathematics and science teachers, and each program was targeted on a specific population such as retired persons, persons changing careers, or recent college graduates. The problems identified underscore the need to move teacher education to the graduate level. Descriptions are given of a number of special teacher preparation programs which are classified into three categories: (1) nontraditional recruitment programs which provide potential teachers from nontraditional pools with course work and other requirements for certification in mathematics or science; (2) alternative certification programs, designed to prepare teachers to meet revised state certification requirements for entering teaching; and (3) retraining programs, designed to help teachers already trained in other fields to obtain endorsement or certification in mathematics or science. (JD)

ED 309 190 TM 013 661

*van der Linden, Wim J.; Eggen, Theo J. H. M.*

An Empirical Bayes Approach to Item Banking. Project Psychometric Aspects of Item Banking No. 6. Research Report 86-6.

**Twente Univ., Enschede (Netherlands). Dept. of Education.**
PUB DATE- 86
NOTE- 37p.
AVAILABLE FROM- Mediatheek, Faculteit Toegepaste Onderwijskunde, Universiteit Twente, P.O. Box 217, 7500 AE Enschede, The Netherlands.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Bayesian Statistics; Foreign Countries; *Item Banks; Latent Trait Theory; Mathematical Models; Statistical Analysis; Test Construction
IDENTIFIERS- Calibration; *Empirical Bayes Estimation; Item Parameters; Optimization; Paired Comparisons; *Rasch Model

A procedure for the sequential optimization of the calibration of an item bank is given. The procedure is based on an empirical Bayes approach to a reformulation of the Rasch model as a model for paired comparisons between the difficulties of test items in which ties are allowed to occur. First, it is indicated how a paired-comparisons design deals with the usual incompleteness of calibration data and how the item parameters can be estimated using this design. Next, the procedure for a sequential level of single subjects responding to pairs of items and then for groups of items and subjects of any size. The paper concludes with a discussion of the choice of the first priors in the procedure and the problems involved in its generalization to other item response models. (One graph illustrates a paired-comparisons design for item banking.) (Author)

ED 309 203 UD 026 828

**Hearing on Center for Effective Schooling of Disadvantaged Students. Hearing before the Subcommittee on Select Education of the Committee on Education and Labor. House of Representatives, One Hundredth Congress, Second Session.**

**Congress of the U.S., Washington, D.C. House Committee on Education and Labor.**

PUB DATE- 29 Sep 88

NOTE- 107p.; Serial No. 100-105.

AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Disadvantaged Schools; *Disadvantaged Youth; Educational Improvement; Educationally Disadvantaged; Educational Technology; Elementary Secondary Education; Equal Education; *Extension Education; Hearings; *High Risk Students; Inner City; Program Evaluation; Public Education; *Research and Development Centers; *School Effectiveness

IDENTIFIERS- Congress 100th; Office of Educational Research and Improvement

The oral testimony and prepared statements of educational researchers and practitioners comprise this record of a hearing on the proposed national research and development center for the effective education of disadvantaged youth. Committee members expressed concern about Department of Education Office of Educational Research and Improvement (OERI) accountability in funding and review processes for the proposed center. The failure of OERI administrators to testify was noted. The idea of "learning grant colleges," based on the agricultural extension programs of land grant institutions, was forwarded as a delivery system for research, development, and dissemination. Testimony suggested that the plan for the proposed center reflected too little commitment to the educational needs of the disadvantaged and too little input from advocates and knowledgeable persons. Argument was made for distribution of funding among existing centers, and systemic responses to developmental needs of the disadvantaged. Commitment to the premise that all children can learn was advanced as a critical step in the process. The following issues were seen to require careful consideration: (1) student role ascription; (2) collaboration; (3) governance; (4) grant awarding; (5) funding; (6) dissemination; and (7) systematic equity. A key role for educational technology in disadvantaged education was urged. Increased academic involvement and decreased partisan interference in education were recommended. (AF)

ED 309 230 UD 026 897

*Jones, Beau Fly*
Toward Redefining Curriculum and Instruction for Students at Risk.
**North Central Regional Educational Lab., Elmhurst, IL.**
PUB DATE- Jul 88
NOTE- 44p.; In: "At-Risk Students and Thinking: Perspectives and Reserach," B.Z. Presseisen, Ed.
AVAILABLE FROM- North Central Regional Educational Laboratory, 295 Emory Avenue, Elmhurst, IL 60126.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Alienation; *Cooperation; *Critical Reading; *Curriculum Development; Educational Change; *High Risk Students;

Independent Study; Problem Solving; Secondary Education; *Semiskilled Occupations; Students
IDENTIFIERS- Education Consolidation Improvement Act Chapter 1

Two groups of high risk students that deserve more attention from school reformists are: (1) disconnected youth who are alienated from basic American values, economic opportunities, and educational opportunities; and (2) semi-skilled students who are able to succeed in the basic programs assigned to them, but who cannot read, write, or solve problems with proficiency. Some of the young people who fall into these categories have hidden abilities, but often these abilities are used for illegal or marginal activities. Many of these students are not officially labeled as high risk by educational institutions. Schools can provide better support services and education to them by serving these youth in multiple ways. These include the following interventions: (1) providing more meaningful curriculum that focuses on higher order skills; (2) using instructional strategies that involve linking what the student already knows to what is to be learned; (3) devising tests that stress the use of higher order thinking; (4) integrating low-achieving students into the mainstream of the school; (5) using Chapter 1 resources for students who need them without regard to status and economic indicators; (6) providing more support services in the areas of physical and mental health; and (7) providing more meaningful school experiences so that students will be less inclined to drop out. Profiles of successful programs are presented. A list of 83 references is included. (VM)

***Aaronsohn, Elizabeth***
Cooperation Starts Inside Schools of Education: Teacher Educators as Collaborators.
14p. 1mf. L1 ED 309 141

***Abbott, Randy L.***
Critical Analysis of the Library-Related Literature Concerning Censorship in Public Libraries and Public School Libraries in the United States during the 1980s.
56p. 1mf. L1 ED 308 864

***Achilles, C. M.***
Building Principal Preparation Programs on Theory, Practice and Research.
28p. 1mf. L1 ED 308 592

If All I Needed Were Facts, I'd Just Buy Your Book: The Expanding Equation of Leadership Preparation.
11p. 1mf. L1 ED 308 591

***Adams, Irene***
Appropriateness of Referrals in Harold B. Lee Library: An Unobtrusive Study. Revised.
50p. 1mf. L1 ED 308 875

***Adamson, H. D.***
Role of Variable Rules in Language Acquisition.
17p. 1mf. L2 ED 308 713

***Adema, Jos J.***
Algorithmic Test Design Using Classical Item Parameters. Project Psychometric Aspects of Item Banking No. 29. Research Report 88-2.
37p. 1mf. L1 ED 309 187

***Adey, Philip, Ed.***
Adolescent Development and School Science. Based on the Proceedings of an International Seminar Held at King's College Centre for Educational Studies (London, England, September 1987).
379p. mf. L3 ED 309 040

***Ahmed, Feroz***
Infant Mortality in Washington, D.C.: A Study of Risk Factors among Black Residents.
103p. 2mf. L2 ED 309 215

***Ahn, Sung-Ho***
Korean Reciprocals and LF-Movement.
14p. 1mf. L2 ED 308 722

***Ahn, Woo-Kyoung***
Schema Acquisition from a Single Example. Technical Report No. 470.
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